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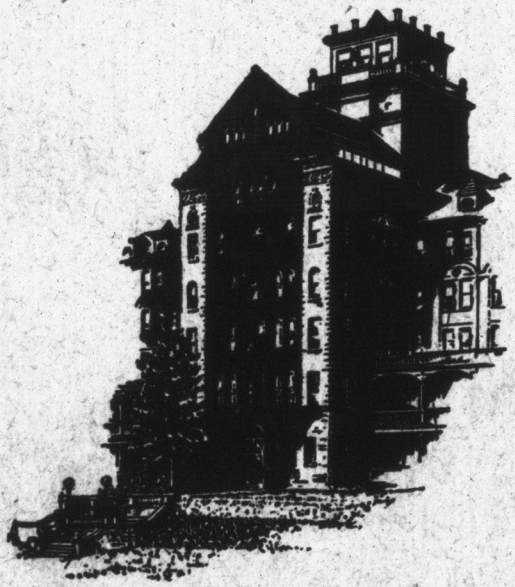
MANSFIELD

STATE TEACHERS COLLEGE

Return, Please

THE COLLEGE QUARTERLY



General Catalog

1938-39

THE COLLEGE QUARTERLY

State Teachers College

Mansfield, Pennsylvania

Volume 43 | February, 1938 | Number 1

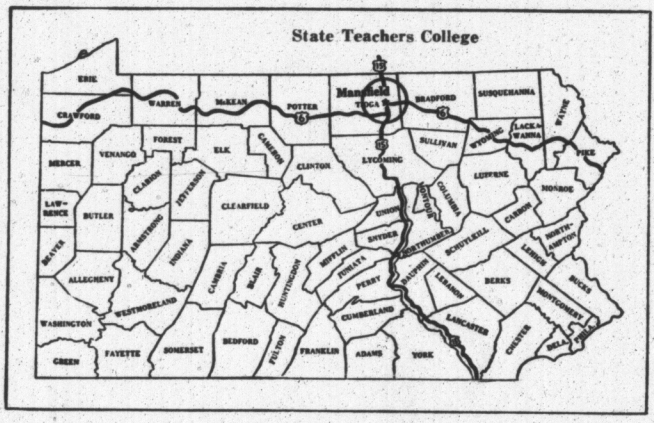
GENERAL CATALOG

Seventy-sixth Edition

1938-1939

Mansfield State Teachers College is an accredited member of the American Association of Teachers Colleges, one of the recognized rating agencies of higher educational institutions.

Published by the Trustees of the State Teachers College, Mansfield, Pennsylvania. Issued quarterly in the months of February, May, August and November. Entered as second-class matter, February 24, 1915, at the Post Office, Mansfield, under the Act of August 24, 1912.



HOW TO REACH MANSFIELD

Mansfield is thirty miles from Elmira, New York, via Route 549. The two main highways of Pennsylvania—the Roosevelt Highway, running east and west, and the Susquehanna Trail, running north and south—cross at Mansfield. This assures excellent motor bus service from all parts of the state.

If students find it necessary to send their baggage by express, they should be certain that it is marked distinctly with the name of the owner and "State Teachers College, Mansfield, Pennsylvania" and that it is shipped via Elmira, New York, and the Tioga Division of the Erie Railroad.

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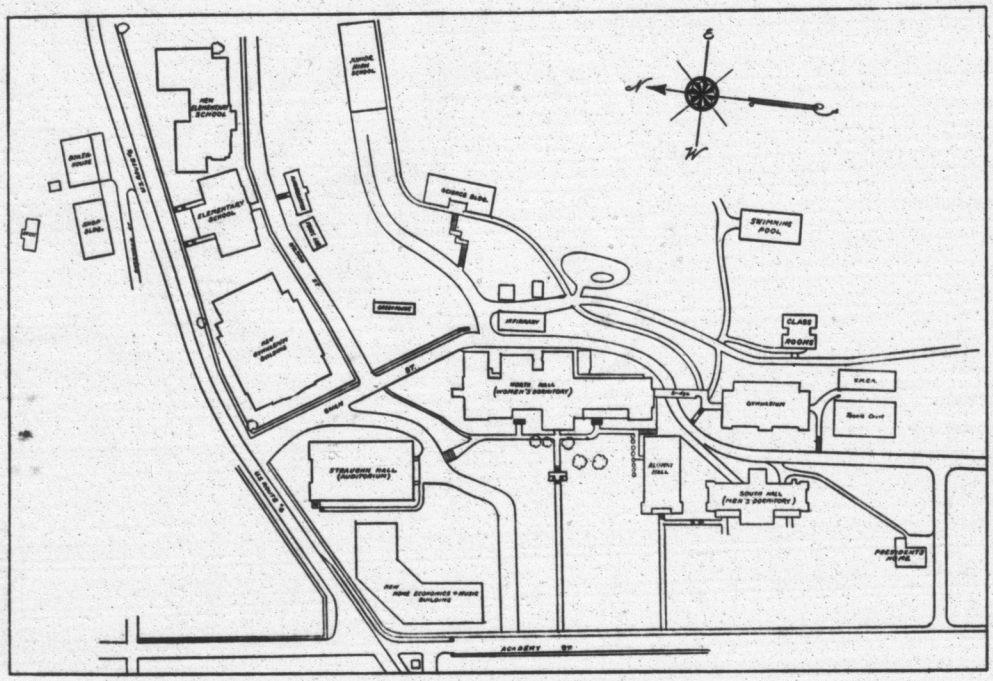
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NEW ELEMENTARY SCHOOL
ELEMENTARY SCHOOL
NEW GYMNASIUM BUILDING
ROLLER RINK
BOWLING ALLEY
JUNIOR HIGH SCHOOL
SCIENCE BLDG.
GREENHOUSE
SWIMMING POOL
CLASS ROOMS
NORTH HALL (WOMEN'S DORMITORY)
GYMNASIUM
Y.M.C.A.
Bank Out
STRALEGHE HALL (AUDITORIUM)
ALUMNI HALL
SOUTH HALL (MEN'S DORMITORY)
PRESIDENT'S HOME
NEW HOME ECONOMICS + HOUSE BUILDING
ACADEMY ST.

COMMENCEMENT—1938

Alumni Day — Saturday, May 21
11:00 A. M., General Alumni Meeting
1:00 P. M., Alumni Dinner
3:30 P. M., Class Reunions
8:00 P. M., College Opera

Baccalaureate — Sunday, May 22
10:00 A. M., Sermon
3:00 P. M., Band Concert
7:30 P. M., Orchestra Concert

Commencement — Monday, May 23
10:00 A. M., Commencement Exercises

COLLEGE CALENDAR—1938-39

SUMMER SESSION—1938

Registration Day	Monday, June 27
Classes Begin	Tuesday, June 28
Entrance Examinations	Friday, July 15
Classes End	Saturday, August 6

POST-SESSION—1938

Session Begins	Monday, August 8
Session Ends	Saturday, August 27

FIRST SEMESTER—1938-39

Final Date for Entrance Examinations	Tuesday, Sept. 13
Registration and Classification of All Freshmen	Wednesday, Sept. 14
Registration and Classification of All Other Classes	Thursday, Sept. 15
Classes Begin	Friday, Sept. 16
Thanksgiving Recess Begins	12 M., Wednesday, Nov. 23
Thanksgiving Recess Ends	12 M., Monday, Nov. 28
Christmas Recess Begins	12 M., Friday, Dec. 23
Christmas Recess Ends	12 M., Tuesday, Jan. 3
First Semester Ends	After Last Class, Saturday, Jan. 21

SECOND SEMESTER—1938-39

Second Semester Begins	12 M., Wednesday, Jan. 25
Easter Recess Begins	12 M., Thursday, Apr. 6
Easter Recess Ends	12 M., Tuesday, Apr. 11
Classes End	12 M., Tuesday, May 23

COMMENCEMENT—1939

Alumni Day	Saturday, May 27
Baccalaureate	Sunday, May 28
Commencement	Monday, May 29

BOARD OF TRUSTEES

W. W. Beaman ---------- Troy
George Bermingham ---------- Blossburg
Mary V. Darrin ---------- Wellsboro
Walton Geiger ---------- Williamsport
George W. Hemminger ---------- Nicholson
Vine Hughes ---------- Tioga
Mary A. McInroy ---------- Middlebury, Harrisburg
J. B. Matthews ---------- Covington
Marion C. Stone ---------- Coudersport

OFFICERS OF THE BOARD

Mary A. McInroy ---------- Chairman
J. B. Matthews ---------- Vice-Chairman
Marion C. Stone ---------- Secretary

COLLEGE FACULTY—1938-39

(With the exceptions of the President and the Deans, all names are arranged alphabetically)

JOSEPH F. NOONAN, President of the College; Pd. B., Pd. M., Millersville; Ph. B., Muhlenberg; A. M., Ph. D., New York.

~~ARTHUR T. BELKNAP~~, Dean of Instruction; A. B., A. M., Brown; D. D., Sioux Falls; Halle, Germany.

MARIE G. ANDREWS, Dean of Women; B. S., Miami; A. M., Columbia; Harvard: Chicago; Western Reserve.

DOROTHY M. WASLEY, Assistant Dean of Women; A. B., Goucher; A. M., Columbia.

PAUL J. STEELE, Dean of Men; B. S., Davison; A. M., Ph. D., North Carolina; Ohio State.

CORA A. ATWATER, Instructor in Voice; Mus. B., Chicago Conservatory; Elmira; Cornell; New York; Private Instruction with George Morgan McKnight, Alfred Pusey-Keith, Helen Allen Hunt, Lida Low, Isidore Luckstone.

LEONARD K. BEYER, Instructor in Biology; B. S., Bethany; M. S., Cornell; Ithaca; Bucknell; Michigan State.

MARJORIE CADLE BROOKS, Instructor in Music Theory; B. S., New York; A. M., Eastman; Lake Erie; Institute of Musical Art; American Conservatory, Fontainbleau, France; Southern California; Cornell; Cleveland; Westminister Choir School; Private Instruction with Edwin Arthur Kraft, James Quarles.

LILLIAN BUCKINGHAM, Instructor in Household Chemistry; B. S., Pennsylvania State; M. S., Cornell; Minnesota; California Teachers.

~~WILL GEORGE BUTLER~~, Instructor in Violin and Orchestra; B. M., M. M., Mus. D., Grand Conservatory; Chicago Musical College; Mansfield; Private Instruction with Theodore Thomas, Rudolph Ganz, Dudley Buck, Eugene Ysaye.

GEORGE W. CASS, Instructor in Social Studies; A. B., A. M., Dickinson; Harvard; Mansfield.

WILLIAM E. CASWELL, Instructor in Industrial Arts; B. S., Mansfield; A. M., Ohio State; Carnegie; Pennsylvania State.

IRVING T. CHATTERTON, Instructor in Oral Expression; B. S., A. M., Boston; Iowa; New York.

CORNELIA B. CORNISH, Instructor in Geography; B. S., Columbia; M. S., Cornell; Clark; Cortland.

EDWARD CORNISH, Instructor in Social Science; A. B., Cornell.

JOHN W. CURE, Instructor in English; Ph. B., Bucknell; Ed. M., Harvard.

PAUL J. DAVIS, Instructor in Physical Education; LL.B., Dickinson.

JOHN H. DOANE, Instructor in Health Education; M. D., Medico-Chirurgical; Mansfield.

ALICE HORTON DOANE, Instructor in English and Latin; A. B., New York; Mansfield; Syracuse; Columbia; Chicago; Middlebury.

STELLA DOANE, Librarian; B. S., Mansfield; Pennsylvania State; Johns Hopkins; Middlebury; Drexel Institute Library School; Carnegie Library School.

ISAAC DOUGHTON, Director of Education; A. B., Harvard; A. M., Ph. D., Pennsylvania.

AILEEN C. ERICKSEN, Instructor in Clothing and Textiles; B. S., Utah; M. S., New York; California; Colorado Agricultural.

MARYON FARRER, Instructor in Foods and Nutrition; B. S., Simmons; A. M., Columbia; Mansfield; Cornell.

CHESTER A. FEIG, Instructor in Education; A. B. Alfred; A. M., Syracuse; Ed. D., Pennsylvania State; Harvard.

CHARLES S. GILBERT, Instructor in Social Science; B. S., Nebraska; A. M., Alabama; Kearney; Peru; Georgia.

EMMA A. GILLETTE, Instructor in English and German; A. B., Allegheny; A. M., Columbia; Chicago; Cleveland.

HERBERT GRANT, Instructor in Physics and Chemistry; B. S., M. S., Columbia; Mansfield; Cornell; Pennsylvania; Maryland; Pennsylvania State; Ohio State.

GERALD E. GREELEY, Instructor in Piano; A. B., Minnesota; Michigan; American Conservatory, Fontainbleau, France; Private Instruction with Carlyle Scott, George Fairclough, Richard Hageman, Jean Battala, Henri Libert, George Brinkman.

JESSIE GRIGSBY, Instructor in Arithmetic; B. S., A. M., New York; Mansfield; Wisconsin.

CLYDE W. GWINN, Instructor in Social Studies; A. B., York; A. M., Nebraska; Ph. D., Peabody; Marshall; Princeton.

EVELYN HALSTEAD, In-Service Improvement Assistant; B. S., Mansfield; A. M., Columbia; Colorado.

~~ANNA E. HARKNESS,~~ Institutional Nurse.

GEORGE S. HOWARD, Instructor in Band and Band Instruments; A. B., Ohio Wesleyan; Mus. B., Mus. M., Chicago Conservatory; A. M., New York; Ithaca Conservatory; Private Instruction with Patrick Conway, Angel Delgado.

ANNA M. LOVE, Instructor in Physical Education; B. S., Columbia; Randolph-Macon; Michigan.

~~GEORGE H. McNAIR,~~ Instructor in Mathematics; B. S., Pd. M., Pd. D., New York; Geneseo Teachers.

HERBERT MANSER, Instructor in French and Education; B. S., A. M., Columbia; French University; Newark Teachers.

KIMBLE G. MARVIN, Instructor in Educational Biology; A. B., Lafayette; A. M., New York; Mansfield; Michigan.

MAY M. MATTSON, Instructor in Home Management; B. S., Cornell; M. S., Colorado; Columbia; Geneseo Teachers; Chicago.

ELIZABETH BROWN MORALES, Director of Home Economics Education; B. S., A. M., Columbia; Montclair Teachers; New Jersey College for Women; Minnesota.

JAMES G. MORGAN, Instructor in Education; Ph. B., Muhlenburg; A. M., Michigan; Kutztown; Pennsylvania State.

MARJORIE S. MURPHEY, Instructor in Art; B. S., Edinboro; Ed. M., Pittsburgh; Pennsylvania State; Carnegie; Pratt.

MARGARET O'BRIEN, Instructor in English; A. B., Syracuse; A. M., McGill; Elmira; New York.

ELSIE R. PERKINS, Instructor in Voice and Piano; Mus. B., Chicago Musical College; Bloomsburg; Syracuse; Westminster Choir School; Private Instruction with Oscar Saenger, Lorean Hodapp, John Finley Williamson, Adolph Hansen, Charles Burnham, Walter Vaughn, Harold Bryson.

CLARISSA RANDALL, Instructor in Music Appreciation and Theory; B. S., A. M., New York; Allegheny; Ithaca; West Chester; Cornell; Christiansen Choral School; Private Instruction with Ward-Stephens, Mary Vale, Klara Rose Bowman, August Meinert.

GEORGE A. RETAN, Instructor in Methods of Teaching; Pd. M., Mansfield; Ph. D., New York.

BLANCHE R. ROSS, Instructor in Education; B. S., A. M., Columbia; Western State.

GRACE E. STEADMAN, Director of Music Education; Mus. B., Cornell; Kearney; Cincinnati Conservatory; Private Instruction with William Shakespeare, Marie Van Zant, Oriis Snauffer, Kathryn Brown.

ELIZABETH MARSHALL SWAN, Instructor in English; A. B., Kentucky; A. M., Ph. D., Virginia; Oxford, England.

HAZEL VanANDEN, Instructor in Education; B. S., A. M., New York; Brockport; Columbia; Albany; Syracuse; Western Reserve.

LOREN A. WARREN, Instructor in Violin and Orchestra; A. B., Macalester Conservatory; M. S., Northwestern; McPhail School of Music; Institute of Musical Art; Private Instruction with Carlos Hasselbrink, George Dasch, Glenn Cliffe Bainum, George Kloss, Arne Oldberge.

MYRON E. WEBSTER, Instructor in Social Studies; LL. B., J. S. D., Cornell; Mansfield.

MARION WOLCOTT, Assistant Librarian and Library Instructor; B. S., M. S., Ohio State; B. S. in Library Science, Western Reserve; A. M., Chicago.

LABORATORY SCHOOLS FACULTY

1938-1939

GEORGE A. RETAN, Director, Laboratory Schools and Placement; Pd. M., Mansfield; Ph. D., New York.

Supervisors of Special Subjects

ELEANOR A. BARNARD, Supervisor of Music; A. B., Oberlin; M. S., Northwestern; Private Instruction with Mary Bennett, Herbert Harroun.

WILLIAM S. CASWELL, Supervisor of Industrial Arts; B. S., Mansfield; A. M., Ohio State; Carnegie; Pennsylvania State.

ANNA M. LOVE, Supervisor of Physical Education for Women; B. S., Columbia; Randolph-Macon; Michigan.

KIMBLE S. MARVIN, Supervisor of Physical Education for Men; A. B., LaFayette; A. M., New York; Michigan.

ELIZABETH BROWN MORALES, Supervisor of Home Economics; B. S., A. M., Columbia; Montclair, Minnesota.

MARY M. PARK, Supervisor of Art; B. S., Indiana Teachers; A. M., Columbia.

GRACE E. STEADMAN, Director of Music Education; Mus. B., Cornell; Kearney; Cincinnati Conservatory; Private Instruction with William Shakespeare, Marie VanZandt, Oriis Snauffer, Kathryn Brown.

Campus Elementary School

MILDRED L. GRIGSBY, Supervisor of Grade Six; B. S., Bucknell; A. M., Columbia; Mansfield; Elmira.

LORENE HABEGER, Supervisor of Grade Two; B. S., Kansas State; A. M., Columbia; Eastern State.

MARGARET HOPKINS, Supervisor of Grade One; B. E., National Education; Ed. M., Pittsburgh.

DOROTHY HUTCHINSON, Supervisor of Grade Four; B. S., M. S., Pennsylvania State; Mansfield.

EDYTHA KEENEY, School and Community Nurse; R. N., Clifton Springs.

EDNA P. MARSH, Supervisor of Grade Three; B. S., Columbia; East Stroudsburg.

ELIZABETH STALFORD, Supervisor of Grade Five; B. S. Bucknell; East Stroudsburg. A.M. Columbia; Mansfield

HAZEL VanANDEN, Supervisor of Kindergarten; B. S., A. M., New York; Columbia; Albany; Syracuse; Western Reserve; Brockport.

Campus Junior High School

HUGH M. ALGER, Supervisor of Science; A. B., Yale; M. S., Temple; West Chester; Bucknell.

JESSIE GRIGSBY, Supervisor of Mathematics; B. S., A. M., New York; Mansfield; Wisconsin.

HERBERT MANSER, Supervisor of Foreign Languages; B. S., A. M., Columbia; French University; Newark.

CHARLES S. GILBERT, Supervisor of Social Studies; B. S., Nebraska; A. M., Alabama; Kearney; Peru; Georgia.

MARGARET O'BRIEN, Supervisor of English; A. B., Syracuse; A. M., McGill; Elmira; New York.

Mansfield Senior High School

WARREN L. MILLER, Principal of High School; B. S., Mansfield; M. S., Bucknell; Pennsylvania; Duke.

DONALD H. BENSON, Instructor in History and Mathematics; B. S., Mansfield; Pennsylvania State; Bucknell.

THOMAS W. CRITTENDEN, Instructor in Vocational Agriculture; B. S., M. S., Pennsylvania State; Mansfield.

MARION GLECKLER, Intructor in English; B. S., Mansfield; B. L. I., Emerson; Pittsburgh.

DOROTHY GREEN, Instructor in English and Latin; B. S., Mansfield; A. M., Columbia.

GLADYS S. MERRILL, Instructor in French and Library; B. S., Mansfield; Ed. M., Pennsylvania State; Western Reserve.

GRACE M. REIMARD, Cooperative Instructor in Home Economics; B. S., Pennsylvania State; A. M., Columbia; Colorado State.

GENEVIEVE SCHANBACHER, Instructor in English and Mathematics; B. S., Mansfield; Duke.

A. C. SPROAT, Instructor in Vocational Agriculture; B. S., Pennsylvania State; Duke.

W. BENN WEEKS, Instructor in Science; B. S., Mansfield; Duke.

BUSINESS STAFF

1938-1939

JOSEPH F. NOONAN
President of the College

FREDERICK H. BAUER
Administrative Business Assistant to the President

CYNTHIA H. BAHR
Secretary to the Director of Home Economics Education

CHARLES DARRIN
Director of Student Activities and Public Relations

EDNA L. HEWSON
Registrar

LILLIAN WESTCOTT McKINNEY
Dietician

MARJORIE NEWELL
Clerk

CORA B. PIERCE
Secretary to the Administrative Business Assistant

LAURA C. REHBEIN
Bookkeeper

HUGH SEELYE
Superintendent of Grounds and Buildings

ROSS SOPER
Receiving Clerk

VICTORIA THIEMANN
Associate Revenue Agent

ALICE B. VOSS
Matron

ETHEL D. WEST
Secretary to the President

DOROTHY WHITNEY
Clerical Assistant and Bookkeeper

GROUNDS AND BUILDINGS

Mansfield State Teachers College is advantageously located in the heart of northern Pennsylvania, in the region of fertile valleys and rolling foothills once known to an earlier people as "The Garden of the Six Nations". The campus, a plot of fifty acres, is attractively laid out with lawns and terraces, bordered with hedges, flower beds and rock gardens and shaded with many varieties of trees and shrubs. Nearby is SMYTHE PARK, a tree-lined inclosure of thirty acres, where the athletic contests of the College are held.

In these pleasant surroundings are situated twenty or more buildings of Colonial architecture and brick and stone construction, all of which are commodious, modern and fully equipped for the corporal, scholastic and cultural welfare of their occupants. Taken as a group, these buildings constitute a physical set-up which is approached by few colleges in the country.

NORTH HALL is a combined women's dormitory and administration building, considered one of the finest college structures in the state. In it are located living quarters for women faculty members and students; the offices of the President, the deans and the business staff; the College dining hall, kitchens and bakery; reception and conference rooms; the Campus Book and Supply Store; and various assembly, recreation and music-practice rooms. Many beautiful paintings, sculptures and other art objects are to be found in this building.

SOUTH HALL, occupying the site of the original Mansfield Classical Seminary, is a combined men's dormitory and library building. In it are located living quarters for men faculty members and students; the office of the Dean of Men; and assembly, recreation and music-practice rooms—together with the Library which occupies the entire ground floor.

THE LIBRARY is composed of a large main reading room and an adjoining reference and reserve room. A circulating collection of 20,000 representative books and periodicals is housed in the former; general reference material and special groups of books designated by instructors, in the latter. With the exception of the reserve collection, all books are on open shelves and may be freely consulted by students. Under liberal regulations, all may be drawn from the Library.

THE LAUNDRY, a completely modern plant with the most up-to-date equipment, takes care of the laundry work of all students residing in the College dormitories.

THE INFIRMARY is a student health center, adequately set apart from the dormitories, which contains the office of the Resident

Physician, the apartment of the Resident Nurse and rooms for the treatment of injury and illness. In connection with the Infirmary there are ISOLATION QUARTERS for the care of the contageously sick.

A STATE HOSPITAL is located in Blossburg, nine miles from Mansfield, where, by special arrangement with the College, serious medical or surgical cases receive immediate attention at low cost.

ALUMNI HALL, with its traditional CLOCK TOWER, is an instruction and recitation building. One of the oldest structures on the campus, the building is distinguished not only for its academic usefulness, but also for its historical interest and significance. A large assembly room on the ground floor is convenient for group meetings and rehearsals.

THE NEW HOME ECONOMICS AND MUSIC EDUCATION BUILDING, one of the recent plant additions under the General State Authority, is a completely modern structure containing the latest and most progressive equipment in the specialized fields of Home Economics and Music Education. Classrooms, conference rooms, laboratories and administrative quarters make this building one of the finest of its kind to be found.

THE HOME MANAGEMENT COTTAGE provides a model "home" situation, where groups of women students with a resident instructor live and work together as part of the course in Home Economics Education. Here, all the activities of a normal family in its own home are carried on by the students, who rotate in the capacities of hostess, waitress, cook, laundress, housekeeper and house guest. During this period, students are expected to put into actual practice the principles learned in the classroom.

THE SCIENCE BUILDING affords space for chemical, physical and biological laboratories, a commodious lecture room, a dark room and stock and supply rooms. Several of the Science instructors maintain offices in this structure.

STRAUGHN HALL is the College auditorium, regarded as one of the most handsome and completely-equipped edifices of its kind extant. Seating 1250 persons, with a huge stage, large dressing rooms, a spacious orchestra pit, complete sound-motion picture apparatus and unexcelled scenic and lighting facilities, the structure is capable of furthering the most elaborate and exacting forms of theatrical endeavor. Installed in this building is a three-manual pipe organ of excellent construction and exquisite voicing. Situated here, also, are two of the music studios.

THE NEW GYMNASIUM, another recent addition under the state authority, provides excellent facilities in the field of Physical Education. The structure contains offices for the directors of the department, a large double floor where men's and women's activities may be carried on simultaneously, a modern swimming pool, locker and shower rooms and other provisions necessary for a full Physical Education and athletic program.

THE NEW CAMPUS ELEMENTARY SCHOOL, another unit of the recent building program, provides a laboratory situation for prospective teachers of rural and elementary schools, grades one to six inclusive. In this modern building are to be found a full complement of well-equipped classrooms, with observation booths, special music, Cultural Art and Industrial Arts quarters, a large gymnasium-auditorium, departmental offices and clinical facilities.

THE CAMPUS JUNIOR HIGH SCHOOL provides a similar set-up for the prospective teacher of grades seven, eight and nine. Here are to be found classrooms, laboratories, a library, mechanical and printing shops, a gymnasium, departmental offices and other facilities.

THE MANSFIELD SENIOR HIGH SCHOOL, in cooperation with the College, provides further opportunities for student observation and teaching. Here, supplementary work in specialized fields is made possible through vocational Agriculture and Home Economics departments operated in accordance with the George-Deen vocational act.

THE Y. M. C. A. HUT is a bungalow which is devoted exclusively to the recreational and non-sectarian religious activities of the men. Contained herein are a large assembly and game room, provided with pool tables, a piano, a radio and facilities for lounging and reading, together with a smoking room and a small room for special meetings. A large fire-place adds to the attractiveness and cozy restfulness of the place.

THE Y. W. C. A. ROOMS are furnished and utilized in accordance with the ideals of this organization, in which all women students are enrolled. Here, a large assembly room, provided with a piano, a radio and other recreational facilities, together with a well equipped kitchen, make possible many hours of pleasant relaxation and good-fellowship.

THE PRESIDENT'S HOME is an imposing residence which harmonizes admirably with the buildings of the College proper and which contributes much to the beauty and dignity of the campus as a whole.

INFORMATION FOR DORMITORY STUDENTS

Excellent dormitories for men and women are maintained by the College. All rooms are commodious, with outside view, tastefully decorated and furnished and in every way planned to provide an environment which is cheerful, uplifting and truly "homelike." Each is intended to be occupied by two students.

Men's rooms are furnished with study tables, study lamps, straight chairs, arm chairs, single beds, mattresses and pillows, dressing case and mirror. Women's rooms are furnished with rugs, study tables, study lamps, straight chairs, rocking chairs, single beds, mattresses and pillows, dressing case and mirror. Occupants are expected to provide sheets (4), pillow-cases (3), blankets (2), towels (8), napkins (6) and all other essentials.

All personal articles of clothing, bedding, towels, napkins, etc., sent to the laundry must be marked distinctly with woven name tape, procurable at the Campus Book and Supply Store, at most department stores or from J. & J. Cash, Inc., 66th Street, South Norwalk, Connecticut. This tape should be stitched beside the manufacturer's brand on shirts and underwear, or, on more delicate lingerie, under the arm. Please note that woven name tape is what is expected—not a name written in ink. Otherwise, the Laundry can assume no responsibility for the loss of articles.

Special rooms are provided for students to do any extra washing or ironing of clothing which they may desire.

Students are advised against purchasing gymnasium attire prior to arrival on the campus, as such equipment is expected to follow an approved pattern and may be purchased locally with convenience and small cost.

STUDENT LIFE AND ACTIVITIES

Stimulating and meaningful is student life at Mansfield State Teachers College, and many and varied are the attendant extra-curricular activities. Planned and pursued in accordance with principles of everyday work and play, the program offers unlimited opportunities for young men and women to give expression to interests, talents and abilities and to gain socially-constructive training and experience.

ATHLETIC ACTIVITIES

Intercollegiate Athletics at Mansfield are maintained on the bases of non-professionalism and good sportsmanship. All are conducted in accordance with the strict rules and regulations of the Pennsylvania Conference of State Teachers Colleges. Included are football, basketball, wrestling, baseball and tennis. Schedules are so arranged that approximately half of the games are played at home, affording the student body adequate opportunity to see the varsities in action. Every man is free to try out for a team and to receive instruction in the fundamentals of the game.

Intramural Athletics afford every man the opportunity to engage in a sport to his liking. Among the most popular are basketball, swimming, bowling, tennis, badminton and horseshoes.

Women's Athletics, providing a similar opportunity for women, include basketball, swimming, tennis, hockey, bowling and hiking.

The "M" Club is made up of men who have earned a varsity letter in one or more of the major sports. Its purposes are to encourage wholesome living and good sportsmanship and to stimulate interest in athletics.

The Women's Athletic Association, in which all women students are enrolled, aims to advance the cause of Physical Education and recreation. Its meetings are agreeable discussions of health, games and sportsmanship.

DRAMATIC AND LITERARY ACTIVITIES

The Dramatic Club is the principal histrionic organization at Mansfield. Each year it performs publicly a three-act play and several groups of one-act plays. Admission is by application and tryout.

The Carontawan is the yearbook of the College, dedicated to the reflection and perpetuation of student life. Its staff is chosen largely from the senior class. Twenty editions of the Carontawan have been

published to date, several of which have been rated superior by the National Scholastic Press Association.

The Flashlight is the College newspaper, published regularly by a board selected from all classes and departments. The Flashlight touches student life at more points perhaps than does any other campus publication.

The Handbook is a compilation of information about the College and its life, published annually by the men's and women's student councils and dedicated primarily to the freshmen.

The Cadence, published quarterly by students in the Music Education Department, has been widely recognized and acclaimed. Featured in The Cadence are articles of lasting interest by authorities in the field of public school music.

The Emersonian Literary Society is concerned with moulding, developing and harmonizing its members intellectually, both as personalities and as social beings. Its membership, which is co-educational, is determined according to applications from upperclassmen.

MUSICAL ACTIVITIES

The Symphony Orchestra See Page 70
The Symphonic Band See Page 70
The Mixed Chorus See Page 70
The Men's Chorus See Page 70
The Women's Chorus See Page 71
The Vested Choir See Page 71

The Red and Black Serenaders are the official student dance band which, under the sponsorship of the Music Education Department, plays an important part in the social and theatrical life of the College. The organization reflects the point of view that, since dance music is here to stay, it should be placed on as high a plane as possible.

The Music Supervisors' Club is composed of all instructors and students in the Music Education Department. The organization serves as a forum where the newest "tricks of the trade" are presented and discussed.

SOCIAL ACTIVITIES

Kappa Delta Pi is a national Education honor society which attempts to set up worthy scholastic and professional ideals and to

recognize outstanding service in the field of teaching. Juniors and seniors having six semester hours of Education and ranking in the upper quartile of their class are eligible for membership.

Phi Sigma Pi is a national Education fraternity for men in teacher-training institutions. Its ideals are character, knowledge and fellowship. Its personnel is limited to men of superior scholastic, professional and social standing, who have spent at least one year at the College.

Sigma Zeta, a national Science honor society, restricted to upperclassmen, seeks to recognize ability and accomplishment in the various branches of Science. Meetings, field trips and special projects make active membership in the organization pleasurable and worthwhile.

Pi Gamma Mu is a national Social Studies honor society for juniors and seniors of high academic rating. The organization sees to inculcate demonstrable social ideals and a scholarly interest in the field with which it is concerned.

Omicron Gamma Pi is a local sorority for all women enrolled in the Home Economics Education Department. A member of the American Home Economics Association, the organization keeps in close touch with national activities in the field of its preoccupation.

Phi Mu Alpha Sinfonia is a national Music fraternity and social of superior musical ability and scholastic, professional and social standing. The organization is dedicated to the interests of "the manly musician and the musicianly man" and endeavors to draw such persons into its fellowship.

Lamba Mu is a local sorority for women enrolled in the Music Education Department. Character, personality and scholarship determine its personnel. The organization aims to take into its sisterhood those who will promote music by lending their talents for public performances.

The Men's and Women's Student Councils serve as representative groups in planning the social activities of the College. Together, they form a link between the faculty and the student body, which facilitates the solution of mutual problems.

The Y. M. C. A., to which all men are welcome, attempts to develop the individual spiritually, morally and socially. Inspiring

programs, consisting of music and timely discussions, are conducted weekly in The "Y" Hut (See Page 17).

The Y. W. C. A., welcomes all women students into membership and operates for their welfare. The organization holds weekly devotions in The Y. W. C. A. Rooms (See Page 17), on which occasions suitable programs are provided.

The Gospel Team is a group of men who are ready to aid in Christian work at all times. The organization is active not only on the campus, but also in the local churches and in those of neighboring communities.

The Rurban Club gives students an opportunity to participate in activities which stimulate an interest in rural community life. It helps prospective teachers to learn how to organize their programs, both in school and out, and engenders an enthusiasm for rural school teaching.

The Forum is a discussion group, organized for the purpose of gaining a better understanding of domestic and foreign affairs. Any student is eligible for membership who keeps sufficiently well-read to be able to take part in the informal monthly meetings.

The Art Club is an honor society for persons who attain an "A" in one semester of Art. It promotes an appreciation of the fine arts through the examination and creation of artistic things. Of particular interest and value are work meetings, which influence the development of individual talent.

The Latin Club aims to promote interest and efficiency in the teaching of Latin. Various programs and other club activities stress the influence of past civilizations on the political, social and religious world of today.

The French Club affords opportunities for students to hear and use the French language and to develop a knowledge of Gallic literature, art, music and customs. Two years of high school French or their equivalent are required for membership.

ARTISTS COURSE

For many years it has been the policy of Mansfield to provide the best of professional entertainment for its personnel and patrons. Consequently, each season brings a succession of gifted men and

women to the stage of Straughn Hall, with the result that the College Artists Course has received national recognition and acclaim. For students, there is no special charge for these presentations.

SOUND-MOTION PICTURE SERIES

Supplementing the Artists Course is an intensive Sound-Motion Picture Series, based on the finest products of the foremost studios. Planned not only for entertainment, but also for educational purposes, the program enjoys the endorsement and support of students, instructors and the general public alike. Again, there is no special charge for students.

RADIO BROADCASTING

Radio Broadcasting occupies an important place in the extra-curricular life of the College. The studios of CBS station WESG (850 kilocycles), located in the Mark Twain Hotel, Elmira, New York, are the principal outlet for the presentations.

STUDENT HEALTH SERVICE

A modern, well equipped infirmary, with a resident physician and a resident nurse, is maintained by the College (See Page 15). Regularly the services of the physician and the nurse are rendered without charge; but in case of contagious or prolonged illness, parents may need to provide a special nurse.

STUDENT TRANSPORTATION SERVICE

A fine motor bus capable of carrying twenty-five passengers is owned by the Mansfield Cooperative Government Association. It is used solely for the transportation of student organizations and groups on trips and tours of various sorts.

CAMPUS BOOK AND SUPPLY STORE

A book and supply store is operated on the campus by the Mansfield Cooperative Government Association. This store sells all educational texts and supplies needed by students. Prices are kept as low as possible, and any profit accrues to the Association for the furtherance of student social life.

CAMPUS COFFEE SHOP

A coffee shop also is operated on the campus by the Mansfield Cooperative Government Association. Here, students may assemble in groups to enjoy a pleasant half-hour or so while partaking of refreshments. One night a week a special program of entertainment is provided.

SUMMARY OF REQUIREMENTS FOR ADMISSION TO STATE TEACHERS COLLEGES

1. General scholarship as evidenced by graduation from an approved four-year high school or institution of equivalent grade, as determined by the Credentials Division of the Department of Public Instruction, and a ranking in the upper half of the class at graduation. Candidates for admission who lack this second requirement at graduation will be required to present further evidence of fitness for admission, as prescribed in the detailed requirements for admission.

2. Integrity and appropriate personality, as shown by an estimate by secondary school officials of the candidate's trustworthiness, honesty, truthfulness, initiative, industry, social adaptability, personal appearance and sympathy.

3. Health, physical vigor, emotional stability and absence of physical defects which would interfere with the successful performance of the duties of a teacher and absence of predisposition toward ill health as determined by a medical examination at the college. Specific standards are set up in the detailed requirements for admission.

4. Normal intelligence and satisfactory command of English as evidenced by rating in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all state teachers colleges.

5. A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant and promise of professional development.

DETAILED REQUIREMENTS FOR ADMISSION TO MANSFIELD STATE TEACHERS COLLEGE

1. Graduation from an approved four-year high school.
2. High school record and statement of ranking in class, whether upper half or lower half.
3. Character Rating.
4. Personnel Record.
5. Medical and Physical Record.
6. Personal Interview.
7. Aptitude Test.

The Aptitude Test is required only of those applicants who are rated in the lower half of their high school class. The dates of the test for those planning to enter in the fall of 1938 are Friday, July 15, and Tuesday, Sept. 13.

The necessary admission forms will be furnished by the College on request.

FEES, DEPOSITS AND REPAYMENTS IN THE STATE TEACHERS COLLEGES

A. FEES

I. Student Activities Fee.

A student activities fee determined by each institution will be collected from all regularly-enrolled students and will be administered through a cooperative organization under regulations approved by the Board of Trustees. This fee covers the cost of student activities—athletics, entertainments, publications, etc. Students taking fewer than seven semester hours or students taking extension courses may secure the benefits of the activities program by paying this fee. The student activities fee as determined and collected by the Mansfield Cooperative Government Association is $10.00 per semester.

II. Contingent Fee.

A contingent fee will be collected from all students as follows:

	Half Semester
Elementary Curriculum	$18.00
Secondary Curriculum	18.00
Home Economics Curriculum	36.00
Music Curriculum	45.00

This fee covers the costs of registration, the keeping of student records and library, laboratory and student health services.

III. Housing Fee.

1. The housing fee for students shall be $63.00 per one-half semester. This includes room, meals and limited laundry.

   (a) No reduction in the fee is to be made when students go home for a few days or when laundry is done elsewhere.

   (b) Students may occupy a double room alone by paying an additional $18.00 per half-semester.

   (c) In those colleges where off-campus rooming students board in the college dining hall and in the two institu-

tions maintaining Home Managements Groups, the housing fee shall be divided, $2.00 for room and $5.00 for board per week.

2. The housing fee for employees other than those included in the State Classification Schedule (faculty, clerks, etc.) shall be $9.00 per week.

3. The charge for meals to transients shall be:
Breakfast, $ .30; Luncheon, $ .40; Dinner, $ .50.

IV. Infirmary Fee.

1. After three days in the college infirmary, dormitory students shall be charged $1.00 per day in addition to the regular housing fee.

2. Day students admitted to the infirmary shall be charged at the rate of $2.00 per day. This charge includes only regular medical and nursing services.

V. Isolation Fee.

1. If the college maintains isolation quarters for the contagiously sick, the college shall charge $10.00 per week in addition to the regular housing fees. This fee does not include special medical or nursing services.

2. Day students admitted to the isolation quarters shall be charged at the rate of $2.00 per day, plus $10.00 per week. This fee does not include special medical or nursing services.

VI. Tuition Fee.

Students whose residence is out of the state shall be charged a tuition fee of $105.00 per semester. Such students also shall pay the contingent fee.

VII. Private Music Instruction Fees.

The charge for private lessons in Music in the colleges maintaining the special music curriculum shall be:

(a) Voice, piano, band or orchestral instruments—$24.00 per semester for one lesson per week.
Pipe organ—$42.00 per semester for one lesson per week.

(b) Rental of piano for practice, one period per day—$6.00 per semester. Rental of pipe organ for practice, one period per day—$36.00 per semester.
Rental of band or orchestral instruments—$6.00 per semester.

VIII. **Degree Fee.**

A fee of $5.00, to cover the cost of diplomas, shall be paid by each candidate for a degree.

IX. **Transcript Fee.**

A fee of $1.00 shall be paid for the second and each subsequent transcript of records.

X. **Delinquent Accounts.**

No student shall be enrolled, graduated or given a transcript of his record until all previous fees have been paid.

B. DEPOSITS

An advance deposit of $10.00 shall be made by all students when they request registration. This is a guarantee of the intention of the student to enter the college for the term or semester designated. If, however, the student notifies the college at least three weeks before the beginning of the semester or term that he is unable to enter, or if the student is rejected by the college, the deposit is repaid on application from the student through the college authorities.

C. REPAYMENTS

I. Repayments will be made for personal illness, the same being certified to by an attending physician, or for such other reasons as may be approved by the Board of Trustees. These will include the amounts of the contingent and housing fees paid by the student for the part of the semester which the student does not spend in the college.

II. Repayments will not be made to students who are temporarily suspended, indefinitely suspended, dismissed or who voluntarily withdraw from the college.

Irrregular Payment of Fees. The activities fee shall be paid for the full semester at the beginning of each semester. All fees may be

paid for the full semester at the beginning of each semester, if more convenient to students or patrons. Special arrangements may be made with the President of the college for the payment of fees at different times from those indicated, should such a plan prove helpful or necessary.

Checks and Cash. At the beginning of each semester, one check in the amount of $10.00 must be drawn in favor of the **Mansfield Cooperative Government Association.** This will pay the student activities fee.

A second check or money order, covering the amount due, as listed in the "Summary of Fees Schedule" (See Pages 29 and 30) must be drawn in favor of the **Commonwealth of Pennsylvania.** This will pay the contingent and housing fees.

Do not submit checks in excess of the amounts due, as the college is legally unable to cash them or to refund balances.

Fees may be paid in cash if more convenient.

Tuition. The state teachers colleges exempt students who are legal residents of Pennsylvania from the payment of a tuition fee. In return for this, students, on entering a college, must agree to teach in the schools of the commonwealth for not less than two years.

Damages. Dormitory rooms are fully equipped for students on entrance. Any damage to rooms or furnishings beyond that which comes from ordinary use will be charged to students. At the beginning of the term, all necessary electric lamps are furnished without charge. If damage results from using appliances other than those provided by the college, a proportionate amount will be charged to all students accountable.

Charges during Illness. Charges during illness, previously mentioned (See Page 26), do not include the expenses of employing trained nurses or the costs of medicine, for all of which students or parents are responsible. In cases of serious illness, students may be removed to a hospital (See Page 16), where special expenses must be met.

Financial Obligations. The acceptance of a student is for a semester; and parents or any others who are providing for the expenses of a student at the college should understand that their financial obligations are for the entire semester.

SUMMARY OF FEES

STUDENTS LIVING AT THE COLLEGE

First Semester

Description	A*	B	C	D	E	F
Amounts due Sept. 13, 1938:						
Activities Fee	$ 10	$ 10	$ 10	$ 10	$ 10	$ 10
Contingent Fee	18	18	18	18	36	45
Room, Board & Laundry	63	63	63	63	63	63
Total due Sept. 13, 1938:	$ 91	$ 91	$ 91	$ 91	$109	$118
Amount due Nov. 14, 1938:						
Contingent Fee	$ 18	$ 18	$ 18	$ 18	$ 36	$ 45
Room, Board & Laundry	63	63	63	63	63	63
Total due Nov. 14, 1938	$ 81	$ 81	$ 81	$ 81	$ 99	$108
Total—First Semester	$172	$172	$172	$172	$208	$226

Second Semester

Description	A*	B	C	D	E	F
Amounts due Jan. 25, 1939:						
Activities Fee	$ 10	$ 10	$ 10	$ 10	$ 10	$ 10
Contingent Fee	18	18	18	18	36	45
Room, Board & Laundry	63	63	63	63	63	63
Total due Jan. 25, 1939	$ 91	$ 91	$ 91	$ 91	$109	$118
Amount due Mar. 29, 1939:						
Contingent Fee	$ 18	$ 18	$ 18	$ 18	$ 36	$ 45
Room, Board & Laundry	63	63	63	63	63	63
Total due Mar. 29, 1939	$ 81	$ 81	$ 81	$ 81	$ 99	$108
Total—Second Semester	$172	$172	$172	$172	$208	$226

*A—Kindergarten-Primary; B—Intermediate; C—Rural; D—Secondary; E—Home Economics; F—Music.

SUMMARY OF FEES

STUDENTS NOT LIVING AT THE COLLEGE

First Semester

Description	A*	B	C	D	E	F
Amounts due Sept. 13, 1938:						
Activities Fee	$ 10	$ 10	$ 10	$ 10	$ 10	$ 10
Contingent Fee	18	18	18	18	36	45
Total due Sept. 13, 1938	$ 28	$ 28	$ 28	$ 28	$ 46	$ 55
Amount due Nov. 14, 1938:						
Contingent Fee	18	18	18	18	36	45
Total—First Semester	$ 46	$ 46	$ 46	$ 46	$ 82	$100

Second Semester

Description	A*	B	C	D	E	F
Amounts due Jan. 25, 1939						
Activities Fee	$ 10	$ 10	$ 10	$ 10	$ 10	$ 10
Contingent Fee	18	18	18	18	36	45
Total due Jan. 25, 1939	$ 28	$ 28	$ 28	$ 28	$ 46	$ 55
Amount due Mar. 29, 1939:						
Contingent Fee	18	18	18	18	36	45
Total—Second Semester	$ 46	$ 46	$ 46	$ 46	$ 82	$100

*A—Kindergarten-Primary; B—Intermediate; C—Rural; D—Secondary; E—Home Economics; F—Music.

SCHOLARSHIPS

State Scholarships. Holders of state scholarships may use them at Mansfield State Teachers College when enrolled in any four-year degree curriculum.

Jennie Farrer Avery Scholarship. A scholarship of $100.00, established by the Alumni Association in honor of Jennie Farrer Avery, a former member of the faculty, is available to a worthy student who shows promise as a prospective teacher. It may be held for one year only.

Martha Colegrove Memorial Scholarship. A scholarship of $100.00 has been made available by Mr. and Mrs. E. H. Colegrove as a memorial to their daughter, Martha, to be awarded each year to an outstanding girl in the Music Education Department.

LOAN FUNDS

Student Loan Fund. A substantial fund established largely by alumni to aid worthy students has been accumulated. Loans not exceeding $100.00 per year, with $50.00 as the maximum amount each semester, may be granted during the last two years of attendance at the College, if proper security is provided. Application for the amount required should be made to the President of the College, who administers this fund under liberal rules and regulations.

Tioga County Women's Clubs Foundation. The Tioga County Federation of Women's Clubs has established a loan fund, for the present limited to one loan of $100.00 per year. The loan is available to any girl from Tioga County, preference to be given to applicants from the Home Economics Education Department. Application for loans from this fund should be made to the President of the College.

Joseph C. Doane Loan Fund. A loan of $100.00 is available to sophomores and juniors. This fund has been made possible by the children of the late Professor Joseph C. Doane, for many years a member of the faculty and at one time Acting Principal.

Robert Cowles Memorial Loan Fund. The Music Supervisors' Club administers a loan fund as a memorial to Robert Cowles. This fund, composed largely of contributions from the Cowles family, makes available loans not exceeding $100.00 to worthy Music students.

Luzerne County Alumni Loan Fund. The Luzerne County Alumni have established a fund, which is administered by themselves and which is designed to help one or more students from Luzerne County. Loans cannot exceed $50.00 in any one case. Application should be made to the President of the College, who will refer the same to the proper officers.

Miscellaneous Loan Funds. Several loan funds, designed to help worthy students who need small loans, have been established by the Class of 1933, the Y. W. C. A., Phi Mu Alpha Sinfonia and the Home Economics Education Department.

Work Opportunities. A limited number of positions are available for students in urgent need of part-time employment. Such opportunities are open to upper-classmen and are assigned in the order of greatest need. Freshmen should be able to finance their initial year without aid. At times, however, they, too, may be given some assistance. Additional work is afforded by the National Youth Administration, which extends its facilities to needy students, regardless of classification.

CURRICULA OFFERED AT MANSFIELD

1. Four-Year Kindergarten-Primary Education Curriculum (Elementary)

This curriculum affords four years of pre-service training in Kindergarten-Primary Education and carries with it the degree of Bachelor of Science in Education, entitling the holder to teach in all elementary grades, including grades seven and eight when organized on a secondary basis. Prospective teachers interested in little children should carefully consider this inviting field.

2. Four-Year Intermediate Education Curriculum (Elementary)

This curriculum provides four years of pre-service training in Intermediate Education and leads to the degree of Bachelor of Science in Education, entitling the holder to teach in all elementary grades, including grades seven and eight when organized on a secondary basis. Prospective teachers concerned with the psychological growth and development of pre-adolescent children will find here an interesting field.

3. Four-Year Rural Education Curriculum (Elementary)

This curriculum affords four years of pre-service training in Rural Education and carries with it the degree of Bachelor of Science in Education, entitling the holder to teach in all elementary grades, including grades seven and eight, when organized on a secondary basis. Prospective teachers interested in the problems of the rural child will find a real challenge in the practical course offerings, which deal with a vital educational program for the children of the rural areas.

4. Four-Year Secondary Education Curriculum.

This curriculum provides four years of pre-service training in Secondary Education and leads to the degree of Bachelor of Science in Education, entitling the holder to teach in Junior and Senior High Schools those subjects in which he has specialized, including grades seven and eight when organized on a secondary basis.

5. Four-Year Home Economics Education Curriculum

This curriculum affords four years of pre-service training in the specialized field of Home Economics Education and carries with

it the degree of Bachelor of Science in Home Economics Education, entitling the holder to teach Vocational Home Economics, and generally English and Science. Prospective teachers interested in homemaking and household management will find here a practical course, with vocational objectives clearly outlined, which demands careful analysis and consideration.

A special Home Economics Education bulletin will be sent by the College on request to persons interested.

6. Four-Year Music Education Curriculum

This curriculum provides four years of pre-service training in the specialized field of Music Education and leads to the degree of Bachelor of Science in Public School Music, entitling the holder to teach and to supervise public school music, and generally a secondary subject. It is a field which is rich in future possibilities for talented and well-trained young men and women.

A special Music Education bulletin will be sent by the College on request to persons interested.

ELEMENTARY EDUCATION CURRICULUM

Arrangement by Semesters Subject to Modification
For Administration Purposes

B. S. in Education

First Semester

	Clock Hours	Semester Hours
English I, including Library Science	4	3
Speech	3	3
Place and Purpose of Education in the Social Order	3	2
Biological Science I	4	3
Health Education I	4	2
Appreciation of Music	3	2
	21	15

Second Semester

English II	3	3
Principles of Geography	3	3
History of Civilization	4	4
Biological Science II	4	3
Health Education II	4	2
Appreciation of Art	3	2
	21	17

Third Semester

Literature I	3	3
Economic Geography	3	3
General Psychology	3	3
Physical Science I	4	3
Elective	4	4
	17	16

Fourth Semester

Literature II	3	3
Educational Psychology	3	3
Principles of Sociology, or Principles of Economics	2	2
Physical Science II	4	3
Elective	5	5
	17	16

Fifth Semester

	Clock Hours	Semester Hours
American Government	3	3
Teaching of Reading	3	3
Music I	4	2
Art I	4	2
Curriculum in Arithmetic	3	2
School Law	1	1
Elective	3	3
	21	16

Sixth Semester

Child Psychology	3	3
Teaching of English, including Handwriting	4	3
Music II	3	1½
Art II	3	1½
Teaching of Health	3	2
U. S. History to 1865	3	3
Elective	3	3
	22	17

Seventh Semester

Educational Measurements	2	2
Curriculum in Elementary Science	4	3
Visual Education	2	1
Children's Literature and Story Telling	3	3
Evolution of the American Public School	2	2
Philosophy of Education	2	2
Elective	3	3
	18	16

Eighth Semester

Student Teaching and Conferences	15	12
Curriculum Materials, Selection and Adaptation	4	3
	19	15

Total—128 Semester Hours

ELECTIVES FOR KINDERGARTEN, GRADES 1, 2 and 3

(Group I)	Clock Hours	Semester Hours
Pre-School Child	2	2
Kindergarten-Primary Theory	2	2
United States History since 1865	3	3
Child Adjustment	3	3
Special Education	3	3
Diagnostic Courses in Reading	3	3
Parent Education	3	3
Handicrafts	4	2
Descriptive Astronomy	2	1

Courses in Speech or equivalent approved courses

ELECTIVES FOR GRADES 4, 5 and 6. (Group II)

Teaching of Arithmetic	3	3
Civic Education	3	3
United States History since 1865	3	3
Industrial Arts	4	2
Geography of Western Hemisphere	3	3
Geography of Eastern Hemisphere	3	3
Descriptive Astronomy	2	1

Courses in Speech or other approved courses from other subject fields.

ELECTIVES FOR TEACHERS OF ONE-ROOM RURAL SCHOOLS (Group III)

Rural Sociology	3	3
Rural School Problems	2	2
Agriculture and Nature	3	2
Descriptive Astronomy	2	1

Any other electives approved for Groups I or II.

ELECTIVES FOR STUDENTS LACKING THE STATE LIMITED CERTIFICATE

Second Year		
Teaching of Reading	3	3
Curriculum in Arithmetic	3	2
Teaching of English	4	3
Third Year		
Student Teaching	8	6
Children's Literature	3	3
Curriculum in Elementary Science	4	3
Curriculum Materials	4	3

SECONDARY EDUCATION CURRICULUM

Arrangement by Semesters Subject to Modification
For Administration Purposes

B. S. in Education

	Clock Hours	Semester Hours
First Semester		
English I, including Library Science	4	3
Speech	3	3
Biological Science I	4	3
Health Education I	4	2
Place and Purpose of Education in the Social Order	3	2
Appreciation of Music	3	2
	21	15
Second Semester		
English II	3	3
Principles of Geography	3	3
Biological Science II	4	3
Health Education II	4	2
History of Civilization	4	4
Appreciation of Art	3	2
	21	17
Third Semester		
Literature I	3	3
Economic Geography	3	3
General Psychology	3	3
Physical Science I	4	3
Elective	4	4
	17	16
Fourth Semester		
Literature II	3	3
Principles of Sociology, or Principles of Economics	2	2
Educational Psychology	3	3
Physical Science II	4	3
Elective	5	5
	17	16

Fifth Semester

	Clock Hours	Semester Hours
American Government	3	3
Educational Measurements	2	2
School Law	1	1
Electives	10	10
	16	16

Sixth Semester

Adolescent Psychology	2	2
Problems of Junior-Senior High School	2	2
Electives	13	13
	17	17

Seventh Semester

Evolution of the American Public School	2	2
Guidance	2	2
Philosophy of Education	2	2
Visual Education	2	1
Electives	9	9
	17	16

Eighth Semester

Student Teaching and Conferences	15	12
Curriculum Materials and Adaptation	4	3
	19	15

Total—128 Semester Hours

Notes: (1) The electives in the first two years shall consist of such approved courses as will meet the needs of the student's future program of studies.

(2) The electives in the last two years shall be selected with reference to the field of service for which the prospective teacher is preparing.

AREAS OF CONCENTRATION IN THE SECONDARY FIELD

(The Several Elective Fields)

Each prospective teacher enrolled in the Secondary Education Curriculum is required to complete one field of at least twenty-four semester hours and at least one field of not fewer than eighteen semester hours.

As early as possible in the student's academic career, he must demonstrate competence in the fields chosen before permission can be granted to complete requirements for certification. All students enrolled before September, 1937, will be adjusted to the new curriculum as far and as rapidly as possible.

Pre-Requisites for the Election of Areas of Concentration

1. To elect Science, a student must present one high school unit in Chemistry and one high school unit in Physics.
2. To elect Latin, a student must present three high school units in Latin.
3. To elect French, German or Spanish, a student must present two high school units in the language elected.
4. To elect Mathematics, a student must present three high school units in Mathematics, of which Algebra and Plain Geometry must have been taken in the senior high school.

ENGLISH FIELD

Required: 18 semester hours

English I	3	3
English II	3	3
Literature I	3	3
Literature II	3	3
English Philology	3	3
Advanced Composition	3	3

Elective: 6 semester hours

Shakespeare	3	3
Short Story	3	3
Modern Novel	3	3
World Literature	3	3
Contemporary Poetry	2	2
Victorian Prose and Poetry	3	3
Journalism	2	2
Pre-Shakespearean Literature	2	2
Romantic Period	3	3
Essay	3	3
Modern Drama	2	2
19th Century Novel	3	3

FRENCH FIELD

Required: 18 semester hours
- Elementary French, I and II ---- 6—6
- 19th Century and Contemporary French Prose and Poetry ---- 6—6
- Outline Course in French Literature ---- 3—3
- 17th Century French History and Literature-Composition ---- 3—3

Elective: 6 semester hours
- French Novel ---- 3—3
- Romantic, and Realistic Movements in French Literature ---- 6—6
- French Novel ---- 3—3
- French Drama ---- 3—3

LATIN FIELD

Required: 18 semester hours
- Latin I, Ovid and Virgil 3—3
- Latin II, Livy ---- 3—3
- Latin III, Cicero and Tacitus ---- 3—3
- Latin, IV, Horace ---- 3—3
- Latin V, Plautus and Terence ---- 3—3
- Latin VI, Roman Civilization ---- 3—3

GEOGRAPHY FIELD

Required: 18 semester hours
- Principles of Geography ---- 3—3
- Economic Geography ---- 3—3
- Geography of U. S. and Canada ---- 3—3
- Geography of Latin America ---- 3—3
- Geography of Europe ---- 3—3
- Geography of the Pacific Realm ---- 3—3

Electives: 6 semester hours
- Climatology and Meteorology ---- 3—3
- Physiography ---- 3—3
- Conservation of Natural Resources ---- 3—3
- Field Courses (to be approved) ---- 3—3
- Commercial and Industrial Geography ---- 3—3
- Trade and Transportation 3—3

MATHEMATICS FIELD

Required: 18 semester hours

College Algebra	3	3
College Trigonometry	3	3
Analytic Geometry	3	3
Calculus I	3	3
Calculus II	3	3
Statistics	3	3

Electives 6 semester hours

College Algebra II	3	3
Synthetic Geometry	3	3
History of Mathematics	3	3
Applied Mathematics	3	3

SOCIAL STUDIES FIELD

Required: 18 semester hours

History of Civilization	4	4
Sociology, or Economics	2	2
American Government	3	3
U. S. History to 1865	3	3
Social and Industrial History of U. S.	3	3
Modern European History	3	3

Elective: 6 semester hours

Early European History	3	3
Principles of Economics	2	2
Principles of Sociology	2	2
Latin American History	3	3
Comparative Government	3	3
Origin of Social Institutions	3	3
European History since the World War	3	3
History of England	3	3
U. S. History since 1865	3	3
History of Far East	3	3
History of Pennsylvania	3	3
History of Ethics	3	3
Renaissance and Reformation	3	3
Industrial Relations	3	3

SCIENCE FIELD

Required: 12 semester hours

Biological Science, I and II	8	6
Physical Science, I and II	8	6

Elective: 12 semester hours

See Electives in Biological Science	6	6
See Electives in Physical Science	6	6

BIOLOGICAL SCIENCE FIELD

Required: 12 semester hours
- Botany, I and II ..... 8—6
- Zoology, I and II ..... 8—6

Electives: 12 semester hours
- Ecology ..... 4—3
- Advanced Biology ..... 4—3
- Advanced Zoology ..... 4—3
- Physiology ..... 4—3
- Bacteriology ..... 4—3
- Parasitology ..... 4—3
- Comparative Anatomy ..... 4—3
- Histology ..... 4—3
- Genetics ..... 4—3
- Embryology ..... 4—3
- Entomology ..... 4—3
- Advanced Nature Study ..... 4—3

PHYSICAL SCIENCE FIELD

Required: 16 semester hours
- General Inorganic Chemistry, I and II ..... 12—8
- General College Physics, I and II ..... 12—8

Elective: 8 semester hours
- Qualitative Analysis ..... 4—3
- Quantitative Analysis ..... 4—3
- Organic Chemistry ..... 4—3
- Physical Chemistry ..... 4—3
- Industrial Chemistry ..... 4—3
- Physiological Chemistry ..... 4—3
- Food Chemistry ..... 4—3
- Colloidal Chemistry ..... 4—3
- Descriptive Astronomy ..... 4—3
- Physiography ..... 4—3
- Geology ..... 4—3
- Mechanics ..... 4—3
- Heat ..... 4—3
- Magnetism and Electricity ..... 4—3
- Hydrostatics ..... 4—3
- Optics ..... 4—3
- Modern Physics ..... 4—3
- Sound ..... 4—3
- Physics Laboratory ..... 4—3

HOME ECONOMICS EDUCATION CURRICULUM

Arrangement by Semesters Subject to Modification For Administration Purposes

B. S. in Home Economics Education

Entrance Requirements

Graduation from a four-year high school or the equivalent, including both high school Chemistry and Physics. (A student who has not had high school Chemistry or Physics may make up this deficiency in the Mansfield Senior High School, without necessarily being retarded in the course. However, this deficiency must be made up without credit.)

	Clock Hours	Semester Hours
First Semester		
English I, including Library Science	4	3
Biology I (Physiology and Hygiene)	4	3
Clothing I	6	3
Inorganic Chemistry I	4	3
Principles of Design I	4	3
Physical Education I	3	1
	25	16
Second Semester		
Home Management I	3	2
English II	3	3
Biology II (Bacteriology)	4	3
Inorganic Chemistry II	4	3
Principles of Design II	3	2
Foods I	7	3
	24	16
Third Semester		
*Introduction to Teaching	3	3
Organic Chemistry	4	3
Foods II	5	3
Clothing II	6	3
Applied Design I	3	2
Home Care of the Sick	3	2
	24	16

* Same as Place and Purpose of Education in the Social Order (Ed. I).

Fourth Semester

	Clock Hours	Semester Hours
Psychology I	3	3
Biological Chemistry	4	3
Applied Design II	4	3
Clothing III	6	3
Physical Education II	3	1
Children's Literature	3	3
	23	16

Fifth Semester

School Lunch	5	3
General Student Teaching	5	3
General Home Economics Methods	3	3
Household Physics	4	3
Nutrition	4	3
Speech	2	2
	23	17

Sixth Semester

History of Civilization	3	3
Home Management II	3	3
Home Management III	9	3
Economics	3	3
Clothing IV	4	2
Literature II	3	3
	25	17

Seventh Semester

Vocational Home Economics Methods	2	2
Child Development	5	3
American Government	3	3
History and Philosophy of Education	4	4
Educational Sociology	3	3
Visual Education	1	1
	18	16

Eighth Semester	Clock Hours	Semester Hours
Vocational Student Teaching	9	5
*Technique of Teaching	2	2
Dramatic English	3	3
Clothing V	3	2
Family Relationships	2	2
	19	14

Total—129 Semester Hours

* Same as Curriculum Materials, Selection and Adaptation (Ed. 28).

A revision of this curriculum is in process and will appear in the next number of the special Home Economics Education bulletin.

This bulletin will be sent by the College, on request, to persons interested.

MUSIC EDUCATION CURRICULUM

Arrangement by Semesters Subject to Modification For Administration Purposes

B. S. in Public School Music

Entrance Requirements

The possession of an acceptable singing voice and a fairly quick sense of tone and rhythm.

Ability to sing at sight hymn and folk tunes with a fair degree of facility and accuracy.

A general academic education, representing a four-year high school course or its equivalent, including the ability to speak and write the English language acceptably.

First Semester	Clock Hours	Semester Hours
English I, including Library Science	4	3
Place and Purpose of Education in the Social Order	3	2
Harmony I	3	3
Solfeggio I	3	2
Ear Training I	3	2
Health Education	2	1
Voice, Piano, Organ, Violin, Chorus, Orchestral and Band Instruments	9	3
	27	16

Second Semester	Clock Hours	Semester Hours
English II	3	3
Speech	3	3
Harmony II	3	3
Solfeggio II	3	2
Ear Training II	3	2
Health Education	2	1
Voice, Piano, Organ, Violin, Chorus, Orchestral and Band Instruments	9	3
	26	17
Third Semester		
Appreciation of Art	3	2
History of Civilization	4	4
Harmony III	2	2
Solfeggio III	3	2
Ear Training III	3	2
Eurythmics I	2	1
Voice, Piano, Organ, Violin, Chorus, Orchestral and Band Instruments	9	3
	26	16
Fourth Semester		
Principles of Sociology	2	2
Literature, I or II	3	3
Harmony IV	2	2
Elements of Conducting	2	2
Methods and Materials I	4	3
Eurythmics II	2	1
Voice, Piano, Organ, Violin, Chorus, Orchestral and Band Instruments	9	3
	24	16
Fifth Semester		
General Psychology	3	3
Advanced Choral Conducting	3	3
Harmony V	2	2
History and Appreciation of Music I	3	3
Methods and Materials II	4	3
Voice, Piano, Organ, Violin, Chorus, Orchestral and Band Instruments	9	3
	24	17

Sixth Semester

	Clock Hours	Semester Hours
Educational Psychology	3	3
Harmony VI	2	2
Advanced Instrumental Conducting	3	3
History and Appreciation of Music II	3	3
Methods and Materials III	4	3
Voice, Piano, Organ, Violin, Chorus, Orchestral and Band Instruments	6	2
	21	16

Seventh Semester

Physical Science	4	3
Student Teaching and Conferences	8	6
Elective	4	4
Voice, Piano, Organ, Violin, Chorus, Orchestral and Band Instruments	6	2
	22	15

Eighth Semester

Educational Measurements	2	2
Student Teaching and Conferences	7	6
Elective	5	5
Voice, Piano, Organ, Violin, Chorus, Orchestral and Band Instruments	6	2
	20	15

Total—128 Semester Hours

A special Music Education bulletin will be sent by the College on request to persons interested.

COURSES OFFERED AT MANSFIELD

ART

A1—APPRECIATION OF ART aims to develop a sensitiveness to Art by cultivating aesthetic appreciation. It seeks to develop a knowledge and appreciation of Art, which are essential parts of the equipment of every well-prepared teacher. The chief periods in the history of Art become centers of study. Outstanding masterpieces of architecture, sculpture, painting and the minor arts are studied in relation to modern life and Art.

A2—ART I is designed to give experience in handling various media, such as paper, cardboard, thin wood, clay, soap, metal and weaving and basketry materials. It stimulates response to graphic, plastic and constructed forms, so that there will be recognition and enjoyment of Art. In addition, it prepares the prospective teacher to guide and instruct the child in his Art expression.

A3—ART II aims to establish principles, to develop skills and to give opportunities for creative expression and experience in handling the various media used in the public schools, such as pencil, crayon, water color, etc. It develops the necessary aesthetic judgments and techniques which enable the student to function successfully in realizing the aims of Art Education.

A4—HANDICRAFTS is designed to give experience in crayon-painting, stenciling, tie and spray-dyeing, block-printing, batiking, weaving, ceramics, leather and metal crafts, wood-carving and mask-making. Emphasis is placed upon the importance of fine design in all successful craft work.

A5—INDUSTRIAL ARTS prepares teachers to use pertinent subject matter and materials in the intermediate grades and aims to give definite knowledge about industrial processes. It provides experience in advanced metal craft, wood-working, clay, cement and papier mache-modeling, weaving, book-binding, printing, etc.

A6—PRINCIPLES OF DESIGN I is a foundation course, establishing elements and principles underlying all Art. Historic and contemporary designs in their relation to personal, home, community and world needs are studied. Experience is given in using design elements and principles, lettering and color, to develop the thought "Fine art is fine arrangement".

A7—PRINCIPLES OF DESIGN II is the study of historic aspects of the arts of various countries—architecture, sculpture, paint-

ing, ornament and crafts. Experience is given in block-printing, tie and dyeing. Special attention is paid to the art products of Pennsylvania.

A8—APPLIED DESIGN I treats of costuming from its earliest beginnings to the present day, together with the application of ancient principles of costume to modern dress. The human figure, irregularities of form and methods of concealing such irregularities are studied. The principles of design and color involved are applied directly to the individual student and the personal clothing problem.

A9—APPLIED DESIGN II relates the principles of design to the interior and exterior decorating problems of the home. Emphasis is placed on the ability to select house plans and home furnishings. The principles are applied to batiking, hooking rugs, stenciling and leather, metal and parchment work.

CLOTHING

(Students provide their own materials subject to the approval of the instructor.)

C1—CLOTHING I includes the study of the problems of being a well-groomed individual through knowledge of clothing selection and construction and application of that knowledge. A textile study is made to aid in selection of materials, both personal and household. Personal accounts are stressed to interest students in money management as it applies to the individual's clothing problems.

C2—CLOTHING II covers the study of the individual factors influencing the design of clothing. The actual construction of clothing develops techniques, such as the fitting and the interpreting of commercial patterns sufficiently complicated for individual development.

C3—CLOTHING III aims to develop the ability to make clothing from one's own design. Fabrics which are difficult to handle are used for construction problems. The application of the principles of pattern-drafting and draping also is included. The construction problems are a draped afternoon or evening gown, a tailored suit or coat and the renovation of some article in the wardrobe of the student.

C4—CLOTHING IV combines the study of buying problems, to develop within the individual better judgment in her buying activities, and the evaluation of the difficulties involved in making intelligent selection of goods— that is, getting the best for the purpose with

the least expenditure of time, energy and money. Specific buying problems are solved by each student.

C5—CLOTHING V provides an opportunity for the senior student to review the principles involved in the ensemble, with special attention to the selection and care of hats, hose and other accessories. The principles of clothing construction are reviewed through the actual making of children's garments. Illustrative material is selected and constructed with direct application to teaching problems. A special illustrative project is completed by each student.

EDUCATION

ED1—PLACE AND PURPOSE OF EDUCATION IN THE SOCIAL ORDER, including School Visitation, is an introductory course, which aims to give the student a broad overview of public education. Major emphasis is laid on the function of the public school in a democratic society. The course guides students in an appreciative study of education as a professional career and deals with such questions as personal and academic qualifications, choice of group-curriculum, certification, professional ethics, etc.

ED2—GENERAL PSYCHOLOGY is a basic course, which emphasizes the meaning of psychology, its methodology and its subject matter. It aims to acquaint the student with substantiated facts and principles and to develop in him, through laboratory practice, an appreciation of the scientific attitude and the methods involved.

ED3—EDUCATIONAL PSYCHOLOGY applies the principles of psychology to the process of desirable social personality development. It seeks to assist the student in appraising the learning process in the educand and in evaluating both curriculum and methods of instruction in terms of pupil development.

ED4—TEACHING OF READING affords the student an opportunity to study the various methods and materials used from early times to the present day; to consider the physical, mental, emotional and social characteristics of children in learning to read; to modify classroom procedure; to promote library rather than textbook methods of study; and to become acquainted with the literature of the field.

ED5—CURRICULUM IN ARITHMETIC is a general survey course having to do with the curriculum for the primary grades. Each topic study is treated under the following headings: History and Development of Present Technique; Social Use and Extent of This Use; Mathematical Principles; Psychology and Experimentation; and Philosophy and Technology.

ED6—CHILD PSYCHOLOGY aims to acquaint students with the growth and nurture of children on the pre-school and elementary school levels. This is studied from the point of view of physical, mental, emotional and social behavior, with particular emphasis on individual reactions to classroom situations.

ED7—TEACHING OF ENGLISH, including Handwriting, aims to give prospective teachers an understanding of the English needs of children in the elementary grades. It includes the development of techniques in the teaching of reading, literary appreciation, oral and written composition and in penmanship. Also, practice is afforded in the analysis of English tests and their administration.

ED8—TEACHING OF HEALTH includes methods of instruction, use of materials and employment of activities pertinent to school health. Its purpose is to develop in each growing child health consciousness and responsibility conducive to healthful living.

ED9—EDUCATIONAL MEASUREMENTS compares the traditional methods of testing and grading with the scientific methods now in use and is supplemented with a limited study of standardized tests in various subjects. The special techniques for evaluating, interpreting and applying testing results are emphasized and practiced.

ED10—CURRICULUM IN ELEMENTARY SCIENCE aims to acquaint students with objectives basic to the development of scientific concepts in the grades. Units of work are planned to promote a comprehension of simple natural phenomena and of the local environment. The course seeks especially to emphasize principles governing the selection and organization of suitable teaching materials.

ED11—VISUAL EDUCATION stresses the use of field trips, movies, museums, pictures, maps, graphs and other outside agencies to supplement and enrich the work of the school. Practical experience in the handling of Visual Education equipment and materials is provided.

ED12—EVOLUTION OF THE AMERICAN PUBLIC SCHOOL includes a study of as much of the history of the public school as appears necessary for a proper understanding of the major issues current in American public education. Emphasis is laid upon recent social movements in the Western World, especially in the United States, which have influenced the development and extension of public schools. The history of public schools in Pennsylvania is given special prominence.

ED13—PHILOSOPHY OF EDUCATION develops the basic principles of contemporary public education against a background of historical facts and biological, psychological and social theory. It deals with various aspects of public and private education and evaluates contemporary school philosophies by seeking an effective combination of theory and practice. The course advocates preparation for democracy by the practice of democracy in schools under the wise guidance of socially-minded teachers.

ED14—STUDENT TEACHING AND CONFERENCES (Elementary) includes practice teaching under expert supervision in the Campus Elementary School. Special attention is paid to management and planning, the integration of the curricula and responsibility for creating and developing units of work. The emphasis is on the application of educational theory.

ED15—CURRICULUM MATERIALS, SELECTION AND ADAPTION (Elementary) is designed to acquaint practice teachers with the sources, organization and advantages of various types of instructional materials. Principles which govern the suitability and organization of activity units are studied, together with the way in which these can be utilized within the state curriculum.

ED16—PRE-SCHOOL CHILD aims to familiarize the student with the physical, mental, emotional and social development of the child from birth until he is of school age. The value of regular habits of eating, playing and sleeping are stressed. The language, play and manipulative experiences which modify the child's behavior are considered in connection with regular assignments at the Campus Nursery School.

ED17—KINDERGARTEN-PRIMARY THEORY deals with the basic principles of education in the kindergarten and the first three grades. It is a study of the child in his early school life, the school environment as it relates to his normal development and growth, and the techniques of teaching and guidance most effective in the management of young children.

ED18—CHILD ADJUSTMENT emphasizes pupil-adjustment through application of the psychological and psychiatric principles. It presents the background of problem behavior through discussion and study of the influence on personality of mental deviation, physical deficiencies, sex conflicts, unfavorable home conditions and other personal and environmental limitations.

ED19—SPECIAL EDUCATION acquaints students with the problems and methods involved in the adjustment and guidance of exceptional children in the schools. It gives attention to the diagnosis of and the educational provisions for the mentally gifted or retarded, the emotionally unstable, the delinquent and the physically handicapped.

ED20—DIAGNOSTIC COURSE IN READING purposes to study the psychopathology involved in cases of reading disability. Visual, auditory and kinesthetic approaches are explored and evaluated. Consideration is given, also, to the various psychological methods employed in a program of re-education.

ED21—PARENT EDUCATION guides prospective teachers in mastering the philosophy and techniques of effective parent-teacher relationships. Specific problems, where home and school cooperation are essential, are studied; and current methods in promoting intelligent and sympathetic parent-teacher relationships are evaluated.

ED22—TEACHING OF ARITHMETIC is an elective course for students interested in teaching Arithmetic in the intermediate grades. The aim of the course is to familiarize students with modern subject matter and instructional methods, the application of psychological principles of teaching and present-day requirements for efficient citizenship.

ED23—CIVIC EDUCATION involves an analysis and study of the concepts which underlie American Democracy. Included is a study of the civic background a teacher should possess and of the ways in which the school environment can contribute to building up the outline of a course for the various grades.

ED24—RURAL SCHOOL PROBLEMS deals with population distribution in farm areas and other matters relating specifically to schools of the fourth-class districts. It takes up the problem of providing an adequate educational program for the one-teacher school, considers plans for the recreational welfare of rural children and suggests practical ways by which teacher-pupil cooperation may be encouraged.

ED25—PROBLEMS OF JUNIOR AND SENIOR HIGH SCHOOL includes a study of the historical development of the secondary school as an integral part of democratic socialization. Attention is given to the aims and purposes of secondary education, its curricula and the matter of articulation. Special consideration is given to the qualifications of secondary school teachers, the types of school buildings, the

development of attitudes on the part of the pupil and the contributions which each element makes to an effective democracy.

ED26—ADOLESCENT PSYCHOLOGY deals with the intellectual, physical, emotional and social changes which occur during adolescence. It describes adolescent nature, growth and development, so as to facilitate both reliable prediction and suitable guidance of behavior during the secondary school period. Psychological principles are given practical illustration and application wherever possible.

ED27—STUDENT-TEACHING AND CONFERENCES (Secondary) directs the attention of the practice teacher to the theory which underlies good secondary school practice. Special observation of and participation in the actual work of teaching are provided under expert supervision.

ED28—CURRICULUM MATERIALS, SELECTION AND ADAPTION (Secondary) is designed to acquaint practice teachers with the sources, organization and advantages of various types of instructional materials. A study is made of the movement toward the integration of the high school curriculum. This course is closely tied up with practice in the laboratory schools.

ED29—GENERAL HOME ECONOMICS METHODS stresses the classroom techniques which contribute to the successful planning of units of work and specific daily lessons. The content includes methods of teaching, together with recent developments for testing the results of instruction.

ED30—VOCATIONAL HOME ECONOMICS METHODS includes the construction of courses of study and the study of vocational legislation and the requirements of the state plan for vocational education.

ED31—GENERAL STUDENT TEACHING gives each student responsibility for a unit of work and at the same time for observation of the work done in other classes. Each student also has experience in teaching classes in Social Problems of the High School Boy.

ED32—VOCATIONAL STUDENT TEACHING is a practical course in which each student teaches and observes for six weeks in a vocational school near Mansfield under the direction of a local supervisor and the guidance of the Director of Home Economics Education.

ED33—METHODS AND MATERIALS I is based on the musical needs of the kindergarten and the primary grades. Included is a study of the range and care of the child voice, the value of rhythmic work

and the treatment of non-singers, together with texts, records and other instructional aids. Sight-reading is stressed in the second and third grades.

ED34—METHODS AND MATERIALS II continues the study of the child voice and its use in rote and sight-reading. Creative work and music appreciation are emphasized. Two-part exercises, both oral and written, are followed by songs containing these problems, with three-part chording work as the final objective. Rural school work also is considered.

ED35—METHODS AND MATERIALS III takes up the problem of junior and senior high school music. Such matters as the content of general Music courses, the organization of orchestras, bands, choruses, instrumental and vocal classes, standardized tests and professional relationships are studied.

ED36—STUDENT TEACHING AND CONFERENCES in the laboratory schools provides the student with opportunities to apply, in an actual teaching situation, musical theories developed in the classroom. Experience in both primary and intermediate teaching is provided under careful supervision.

ED37—STUDENT TEACHING AND CONFERENCES further introduces the practice teacher to the problems of vocal and instrumental music in the junior and senior high schools. Each is afforded opportunity to participate in the organization and direction of junior and senior high school orchestras, bands, choruses and glee clubs.

ENGLISH

E1—ENGLISH I, including library science, stresses correctness of expression with a through review of functional grammar, punctuation and spelling. The course also includes letter-writing, reading reports and exercises in the use of the dictionary. In its library aspect, it stresses not only sources of information, but also methods of work.

E2—SPEECH purposes to develop a pleasant and effective speaking voice, attractive bodily expression and a sense of organized oral expression. Oral topics, speeches for occasions, conversation, parliamentary practices and interpretative reading are the activities employed for practice of the principles studied.

E3—ENGLISH II aims to develop skill in effectiveness of expression, with special emphasis on choice of words, structure of sen-

tences and organization of material. The course affords much practice in original composition based upon the student's own experience, after the class has made a critical study of different types of composition and of various styles of writing.

E4—LITERATURE I (English) is a survey course, in which a study is made of great prose and poetry, beginning with the Anglo-Saxon heritage and ending with the Romantic Revival. It aims to show how the chronological development of literature has reflected the religious, economic, political and social history of the British Isles.

E5—LITERATURE II (American) is designed not only to acquaint the student with the poetry and prose of this country's great writers, but also to show how these works, from the days of Benjamin Franklin to the present, have reflected the thought and life of the nation. Emphasis is placed on trends in style as well as on the function of literature as a mirror of social development.

E6—CHILDREN'S LITERATURE AND STORY-TELLING surveys children's literature and promotes the development of literary appreciation and discrimination. It is designed to provide the prospective teacher with the techniques incidental to a well-integrated program of creative reading on the elementary level.

E7—COURSES IN SPEECH deals with methods of interpretation and dramatization of children's literature. An adequate vocabulary, subject to the principles of organized oral expression, is considered as a promotive factor for reading and writing. The salient purpose of the course is the establishment of acceptable habits of speech on the elementary level.

E8—ENGLISH PHILOLOGY traces the development of the English language through the Old English, Middle English and Modern English periods, with emphasis on the latter. It examines the origin and creation of words and contemporary pronunciation and spelling, and endeavors to arouse interest in intelligent word choice and use.

E9—ADVANCED COMPOSITION seeks to develop superior skill in writing and in teaching others to write. It endeavors to lead the student to finer appreciation and skills through an analysis of his reactions to his own writing and to that of others. Course discussions and exercises are dominated by the purpose of preparing better teachers of English for the secondary field.

E10—SHAKESPEARE is a study of the most popular comedies, tragedies, romances and historical works of the playwright. While

the emphasis is on appreciation, intensive treatment is given one play of each type from the standpoints of plot, characterization and language.

E11—SHORT STORY is a study of short narrative structure and its appreciation, with emphasis on elementary principles of setting, plot, characterization and style. Masterpieces of modern short story writers are studied.

E12—MODERN NOVEL is a study of contemporary fiction, which seeks to acquaint the student with modern trends in subject matter and style and to develop in him powers of discrimination. While comparison of eighteenth and nineteenth century novels is made, the principal emphasis is placed on twentieth century works.

E13—WORLD LITERATURE aims to acquaint students with foreign literatures which have strongly influenced English and American life and letters. Selected passages in transalation are read from the more important classics in Hebrew, Greek, Roman, Italian, French, Spanish and Germanic literatures. Their literary and cultural influence on the English-speaking world are studied, as well as their value to their own times and peoples.

E14—CONTEMPORARY POETRY is primarily a study of twentieth century poetry. While a brief survey of Victorian poetry is made, the poetry being written today in England, Ireland and America receives the major emphasis. Though the principal concern is with appreciation, some attention is given to forms and technique.

E15—VICTORIAN PROSE AND POETRY aims to acquaint the student with the great writers of the Victorian era. It also endeavors to familiarize him with the relationship of these writers to their time and to the present day.

E16—JOURNALISM is a practical course, closely integrated with the publishing of the College newspaper. The fundamentals of the subject are presented in the classroom, and investigation and observation are carried on in nearby publishing houses.

E17—PRE-SHAKESPEAREAN LITERATURE aims to introduce students to the chief English writers before 1600, with some consideration of their place in the literary and cultural life of their times. Major attention is given to Chaucer and his work with special practice in reading the original Middle English of the period.

E18—ROMANTIC PERIOD sets forth the important part played by European writers of prose and poetry in that great humanitarian

movement known as the Romantic Revival. The writers of the period are presented to the student as reflecting and likewise promoting a social upheaval.

E19—ESSAY includes a brief study of the form and development of the essay. Representative English and American essays, from the seventeenth century to the present time, are read and analyzed. Particular stress is placed upon the essay as an instrument of propaganda and reform, as well as a work of art and philosophical thought.

E20—MODERN DRAMA is designed to acquaint the student with the contributions of representative contemporary dramatists. Attention is given to experiments in technique and style which have been made in an attempt to express new subject-matter and new points of view. English, music and art are considered as correlated forms of expression.

E21—NINETEENTH CENTURY NOVEL introduces the student to the chief Victorian novelists. Extensive readings from the works of Dickens, Thackeray, etal., prove these novels to be mirrors of a past century.

E22—DRAMATIC ENGLISH is designed to acquaint the student with the development of the drama from Aeschylus to O'Neill. English, music and art are regarded as correlated forms of expression. Attention is given to the basic principles of dramatic production.

FRENCH

F1—ELEMENTARY FRENCH I aims to impart to the student the fundamentals of French vocabulary, pronunciation and grammar. It seeks to aid the student in acquiring increased knowledge of English vocabulary and grammar and of the relationship between English and French.

F2—ELEMENTARY FRENCH II aims to perfect the student's pronunciation and grammar through varied oral exercises. It seeks to develop skill in oral and written composition growing out of discussions and readings pertaining to French life and customs.

F3—NINETEENTH CENTURY FRENCH PROSE AND POETRY aims to acquaint the student with the development of the literature of the period following the Franco-Prussian War. It includes a thorough review of the rules of pronunciation and grammar through the reading of representative works.

F4—CONTEMPORARY FRENCH PROSE AND POETRY aims to acquaint the student with the literary movements and productions of the period following the World War and to further correct pronunciation and grammar. It also seeks to endow the prospective teacher with the practical and cultural values underlying the teaching of French.

F5—OUTLINE COURSE IN FRENCH LITERATURE aims to trace the origin and development of the French language and literature from the time of the Roman Conquest. It emphasizes the literary productions of the Renaissance and the evolution of the subsequent philosophical and scientific movements which culminated in the French Revolution, It also provides instruction in composition and problems of method.

F6—SEVENTEENTH CENTURY FRENCH HISTORY AND LITERATURE COMPOSITION aims to acquaint the student with the content and form of the literature of the Classical Age. It traces the growth of tragedy and comedy and includes the intensive study of at least one play by Corneille, Racine or Moliere.

F7—ROMANTIC MOVEMENTS IN FRENCH LITERATURE aims to develop appreciation of the general character and significance of the Romantic School through the reading of representative selections from the great writers of the time. In addition, it emphasizes collateral reading on the historical and social aspects of the period.

F8—REALISTIC MOVEMENTS IN FRENCH LITERATURE seeks to trace the growth of Realism as a protest against the decadent period of Romanticism. It aims to familiarize the student with the style of various authors of the time and stresses extensive collateral readings on the economic and social changes of the period.

F9—FRENCH NOVEL aims to trace the development of this literary form from its inception during the seventeenth century to its perfection in the nineteenth century. It correlates the growth of the novel with the changes in various economic, political and social institutions, and includes an intensive study of two or more great novels.

F10—FRENCH DRAMA seeks to acquaint the student with the evolution of the drama from its origin in religious ceremonials to its nineteenth century form in the comedy of manners. It points out the relationship between the structure of the drama of different periods and the organization of French society, and includes an intensive study of two or more modern dramas.

GEOGRAPHY

G1—PRINCIPLES OF GEOGRAPHY gives the student a foundation for understanding the major elements of the natural environment. It takes up such basic factors as land and water forms, climate, minerals, etc. In the analysis of how man utilizes these factors, a geographic vocabulary is built up, and map-making and other geographic tools are learned.

G2—ECONOMIC GEOGRAPHY introduces the classes of activities by which men in various work regions adjust themselves to the environmental complex and the inter-regional relationships involved in the exchange of commodities. Factors which tend to defeat such adjustments also are given some attention.

G3—GEOGRAPHY OF WESTERN HEMISPHERE is a study of the major regions of North and South America from the viewpoint of relationships between life items, features, activities and conditions and factors of the natural environment. Attention is given to organization of geographic units and to presentation of geographic information.

G4—GEOGRAPHY OF EASTERN HEMISPHERE is a study of the natural, economic and political regions of the Eastern Hemisphere. Emphasis is placed on the interrelations of people and on the study of at least two political units of Europe.

G5—GEOGRAPHY OF UNITED STATES AND CANADA analyzes these two areas in order to develop the geographic elements of their various regions and establish their geographic relations in respect to other areas. Emphasis is placed on scientific observation, field work and the use of topographic maps.

G6—GEOGRAPHY OF LATIN AMERICA includes material relating to all those parts of the Western Hemisphere which lie south of the United States. An attempt is made to show how the various groups of Latin Americans have adjusted themselves to their natural environment and how possible readjustments might be made to realize the potential wealth of this area.

G7—GEOGRAPHY OF EUROPE interprets geographically the natural economic and political regions of Europe and related outlying areas. A study of population and work patterns and the securing of current data and the proving of its worth help the student to acquire skills useful from the standpoint of teaching in the secondary school.

G8—GEOGRAPHY OF PACIFIC REALM aims to acquaint the student with the natural features and human activities of the areas constituting this realm. Parts of Asia and Africa, though not strictly of the Pacific Realm, are studied in connection with this course.

G9—PHYSIOGRAPHY presents studies of the dynamic physical forces which have shaped the earth into its present form. The construction and interpretation of map projections and topographic and geologic representations are an important part of this course.

G10—CLIMATOLOGY AND METEOROLOGY consists of a study of the air and the different climatic regions of the earth. The use of instruments, together with daily and cumulative weather records, is made the basis for an understanding of weather prediction.

G11—CONSERVATION OF NATURAL RESOURCES is an elective course dealing with the location, preservation and utilization of natural resources. Such topics as flood control, soil conservation, forestry and protection of wild life are studied.

G12—FIELD COURSES embrace three units of work. The first unit emphasizes the location, physical features and land utilization of the local area. The second stresses these aspects in a projected trip to the Wyalusing rocks and New York City, by way of the Delaware Water Gap. The third emphasizes these factors in a trip through the Shenandoah Valley, the waterways of Central New York State, or through the Lake Erie country.

G13—COMMERCIAL AND INDUSTRIAL GEOGRAPHY emphasizes the geographical factors involved in the production of those commodities most essential to man. Items necessary for food, shelter and clothing, their exchange and the problems arising from that exchange are discussed. Location and growth of cities as a result of marketing are studied.

G14—TRADE AND TRANSPORTATION deals with the growth of cities as centers of industrial areas and considers all the factors involved in the exchange of goods. It treats of land and ocean transportation routes and carriers, noting the principles underlying the balance of trade.

HEALTH EDUCATION

H1—HEALTH EDUCATION I, including Physical Education and Personal Hygiene, in its classroom aspect, emphasizes the fundamentals of anatomy and physiology in their re-

lationship to personal health. In its gymnasium aspect, the course stresses enjoyable forms of physical activity, with special attention to posture and corrective exercises.

H2—HEALTH EDUCATION II, including Physical Education and Personal Hygiene, on the classroom side, emphasizes preventive medicine through the media of child health examination and the practice of contagious disease control. On the gymnasium side, the course stresses the importance and value of physical activities and the development of individual techniques and skills.

H3—HEALTH EDUCATION I emphasizes the attitudes, skills and habits which enable the prospective teacher not only to make desirable personal adjustments for healthful living, but also to promote these same adjustments on the part of public school pupils.

H4—HEALTH EDUCATION II emphasizes the importance of school, home and community sanitation, social hygiene and safety education, with further stress on health adjustments and habits.

HOME MANAGEMENT

HM1—HOME MANAGEMENT I treats of the principles involved in the selection, use and care of household equipment. It includes housekeeping time studies, kitchen and storage space plans and all the processes employed in the care of the house, such as cleaning, laundering and eradicating household pests.

HM2—HOME MANAGEMENT II deals with personal and family financial problems. It includes a study of incomes, budgets, simple accounts, real estate problems, banking problems, advertising and legal contracts of the family.

HM3—HOME MANAGEMENT III consists of several weeks' stay in a cottage with a resident instructor. Here, all the activities of a normal family in its own home are performed by the students. In this course, the students are expected to put into actual practice the principles learned in all Home Economics subject matter courses.

HM4—HOME CARE OF THE SICK aims to give a more intelligent understanding of the part the home plays in the maintenance of positive personal health. Work is given in emergency and first aid treatments and in the handling of minor illnesses in the home. Nearby hospitals are visited for observation purposes.

HM5—FAMILY RELATIONSHIPS offers each student an opportunity to study home situations and discuss personal problems.

While certain background information in connection with the history of the family is studied, the principal emphasis is placed on the lives of children in the intimate environment of the home.

HM6—CHILD DEVELOPMENT treats of the mental and physical development of the young child from the pre-natal stage until he is of school age. Units include the care of the mother and of the baby when he arrives, the care of the baby up to the age of one year and attention to the mental development of the young child as shown by his powers of attention and manipulation on various levels.

LATIN

L1—OVID AND VIRGIL is designed to bridge the gap between high school and college Latin by the use of material similar to that used in the fourth year of high school Latin. Selections from Ovid's Metamorphoses and from Virgil's Eclogues and Bucolics are studied, with special emphasis on Greek and Roman mythology, poetical usages and life in the classical world. In connection with the course, thorough drill is given in Latin forms, construction and figures of speech.

L2—LIVY is a study of Latin prose based on Books I, XXI and XXII of this author. Included is a review of prose construction, together with a study of new constructions, especially those peculiar to Livy. Class discussion is centered around such topics as the historical value of legendary material and the comparison of Livy's historical method with that of other historians.

L3—CICERO AND TACITUS includes a study of Cicero's De Senectute and De Amicitia and of selections chosen from Tacitus's Germania and Agricola. Both units of work should give abundant opportunity for enriching the student's experience with different types of Latin literature.

L4—HORACE aims to foster an appreciation of Latin lyrical poetry through a study of Horace's Odes. Topics stressed are Horace's philosophy of life, the social and political life of the Augustan Age and the chief lyrical meters employed.

L5—PLAUTUS AND TERENCE concerns itself with the development of Roman drama and the translation of one play each of these dramatists. The two will be contrasted not only as to point of view and literary style, but also as to the different groups for which they wrote.

L6—ROMAN CIVILIZATION is designed to accomplish two purposes: first, to provide the prospective Latin teacher with an opportunity to review the texts which he must use; second, to round out the cultural background necessary for successful Latin teaching. In this connection, the student will be required to organize the instructional materials acquired through his previous study of the classics.

MATHEMATICS

MA1—COLLEGE ALGEBRA aims to give a comprehensive review of elementary Algebra and second to present such new topics as are requisite for more advanced work in Mathematics. Another objective is to foster continued practice in accuracy and conciseness of mathematical expression.

MA2—COLLEGE TRIGONOMETRY seeks to develop the principles underlying plane triangles and to make these significant through the solution of a wide range of practical problems. The course includes a thorough review of logarithms and a careful treatment of correlated exercises in Arithmetic, Algebra and Geometry.

MA3—ANALYTIC GEOMETRY explores new domains in special relationships through algebraic symbolization. Definite formulas are interpreted by means of rectilinear and polar coordinates, and technical proficiency is given constant exercise in solving problems garnered from life.

MA4—CALCULUS I. A study of the Calculus constitutes a sort of intellectual adventure. It is the purpose of this course to make this adventure serviceable. To this end, the explanations are detailed and complete; and in the solving of numerous type problems certain significant principles appear again and again.

MA5—CALCULUS II reaches up to the higher levels of mathematical thinking and is essential to any student entering the fields of mathematics and engineering. Called for are the solving of certain illustrative problems, which are thoroughly analyzed and made to contribute to an understanding of the principles involved.

MA6—STATISTICS aims to acquaint the student with the common graphical methods used in statistical studies covering many fields of human activity. After mastering the mathematics involved, the student is given extended practice in fitting empirical facts to appropriate charts or graphs.

MA7—COLLEGE ALGEBRA II is designed for students desiring to major in mathematics. It is based on the idea that basic concepts

and techniques in mathematics cannot be mastered by mere exposure of imitative manipulation but requires real understanding and much independent practice.

MA8—SYNTHETIC GEOMETRY aims to teach students to grasp geometrical concepts through the process of rigid deductive reasoning. After a review of essential axioms and definitions, the student is given practice in the formal demonstration of certain representative theorems.

MA9—HISTORY OF MATHEMATICS aims to give to the prospective teacher of the subject a larger view of the beginnings and developments of mathematical thinking. The course deals with the lives and the contributions of the great mathematicians of history and traces the development of the number concept from primitive days to the present.

MA10—APPLIED MATHEMATICS is a method course, in which subjects of Arithmetic, Algebra, Geometry and Trigonometry are considered from the standpoints of essential subject matter and related educational principles. Each student is required to demonstrate his teaching ability by presenting type lessons, explaining troublesome problems and administering sample tests.

MUSIC

M1—APPRECIATION OF MUSIC is organized on a unit basis and is devoted to the study of various types of musical expression. Classroom discussion is supplemented by correlated library work and the use of recorded music. As each unit is developed, it is related to its artistic, political and social background.

M2—MUSIC I aims to acquaint the student with materials to be used in the first four grades of the public school. The student learns to read music, to interpret songs and to apply elementary theory. Special attention is given to the study of the child voice.

M3—MUSIC II is a continuation of Music I, affording additional opportunities for the application of skills developed in the earlier course. Assigned observation lessons in the laboratory schools are presented by experienced teachers. Interpretative rhythms and creative music are given due consideration.

M4—HARMONY I aims to give the student a thorough understanding of the structure of intervals, scales, triads, the dominant seventh and ninth chords and the use of key-signatures. It seeks to

develop, through analysis, experimentation at the keyboard and the composition and harmonization of simple melodies, a feeling for key and mode and an understanding of the functions of primary harmonies, inversions and non-chordal tones in their relationship to phrase and cadence.

M5—SOLFEGGIO I aims to develop facility in singing at sight and the ability to sing with good intonation. It includes diatonic skips and scale-wise progressions; minor mode; chromatic tones; two, three and four-quarter measure; two tones to the beat; and the dotted beat note. Emphasis is placed on phrase-wise thinking and on the elements of form, as illustrated in simple songs.

M6—EAR TRAINING I leads the student to recognize, visualize and sing simple melodies in all keys, both major and minor. The growth of his ability along this line is constantly tested by having him write from dictation.

M7—PRIVATE STUDY in each semester must be carried on by students in Music Education. Offered in voice, piano, violin, organ and all orchestra and band instruments, the study is arranged to suit individual experience and need. On graduation, students are qualified to conduct bands and orchestras and to give elementary instruction in instruments.

M8—HARMONY II includes a study of the secondary harmonies, both triads and seventh chords, simple chromatic alterations and methods of modulation to nearly-related keys. It seeks to develop further the technique of the student in the composition and harmonization of melodies, with and without words.

M9—SOLFEGGIO II aims to increase the skill of the student in handling the problems involved and to increase his sensitivity to correct intonation and his ability to sing a secondary part. It includes two and three-part singing; six-eighth and nine-eighth, two-half and three-half measure; three and four tones to the beat and their various combinations; and the melodic minor scale.

M10—EAR TRAINING II makes use of more complicated melodies, with much time being devoted to training the student to hear and write accurately two-part, or two-voiced, melodies. This leads him easily and naturally into harmonic dictation.

M11—PRIVATE STUDY (M7)

M12—HARMONY III continues the study of modulation to nearly-related and distant keys by means of the diminished-seventh chord, common chord and common tone. It also includes a study of chromatic

alterations and their resulting qualities of harmonies in key. These studies are conducted through analysis, keyboard assignments, harmonization of melodies and the composition of original illustrations.

M13—SOLFEGGIO III offers opportunities for further practice in sight-singing. It aims to develop greater facility in the tonal and rhythmic problems already presented and additional mastery of the problems of part-singing. The new rhythmic problem is that of two and four tones against three and their various combinations.

M14—EAR TRAINING III aims to develop facility in the aural recognition of various qualities of triads and seventh chords and such diatonic and simple chromatic harmonic progressions as occur in the common hymn tune, folk tune and small instrumental piece. By emphasis on hearing the bass voice, it tends to develop a sensitivity to the effect of inversions.

M15—EURYTHMICS I promotes enrichment of individual musical expression by evoking accurate and controlled bodily responses. Through the employment of the large muscles of the body, rhythmic problems are treated as movement rather than as mathematics.

M16—PRIVATE STUDY (M7)

M17—HARMONY IV has as its purpose the application to the piano keyboard of the harmonic principles and vocabulary acquired in Harmony I, II and III. Its procedure includes harmonization of melodies at the keyboard, improvisation of accompaniments, playing at dictation and transposition.

M18—ELEMENTS OF CONDUCTING deals with the mechanics of baton technique. The resultant knowledge is applied to the different metric problems in easy hymns and folk songs, with special attention to the use of the left hand and problems of expression.

M19—EURYTHMICS II is a continuation of Eurythmics I, demanding a higher degree of skill in expression of the more difficult rhythmic patterns. Special emphasis is placed on individual and creative expression and the development of poise and grace.

M20—PRIVATE STUDY (M7)

M21—ADVANCED CHORAL CONDUCTING gives the student a chance to direct choruses from the great oratorios, particularly those which are contrapuntal in form. The successful completion of this course should make participants conversant with good choral literature and the organization of choruses of all types.

M22—HARMONY V consists of a study of musical form as illustrated in the works of the Classics and Romantic schools. Emphasis is placed on the relationship of patterns and structure in music to the artistic principles of unity and contrast. Included are study and analysis of all the homophonic forms, from the phrase through the rondo, and the sonatina and sonata-allegro forms.

M23—HISTORY AND APPRECIATION OF MUSIC I is a study of the elements, forms and styles of music and of musical instruments from primitive times through the eighteenth century. It attempts to show the relationship of music to the other arts and to social conditions.

M24—PRIVATE STUDY (M7)

M25—HARMONY VI offers opportunity for musical composition in the smaller forms. It aims to develop in each student a feeling for form and a technique for writing and arranging music for voices, the keyboard instruments or small groups of instruments. It also includes a review of the harmonic material and the principles of form studied in preceding courses.

M26—ADVANCED INSTRUMENTAL CONDUCTING aims to apply the principles of conducting to practical situations. The student is given the opportunity of rehearsing and conducting full symphonic groups, as well as smaller ensembles and individual sections of instruments. Instrumentation and scoring, program-arranging, library technique and means for band and orchestra betterment are discussed in weekly seminars.

M27—HISTORY AND APPRECIATIION OF MUSIC II continues the study of the various phases of music from the latter part of the eighteenth century to the present. It attempts to develop further a sensitivity to style, as illustrated in the various periods of music history.

M28—PRIVATE STUDY (M7)

M29—PRIVATE STUDY (M7)

M30—PRIVATE STUDY (M7)

M31—ADVANCED MUSIC APPRECIATION is designed particularly to carry on the study of music by means of fine recordings, both domestic and imported, of the more advanced classic and modern compositions.

EXTRA-CURRICULAR MUSIC ACTIVITIES

(Required of all Music Education students and open to any others interested)

VOICE CLASSES, conducted by capable teachers, afford the student opportunities to study breathing, posture, voice placing, diction, articulation and song interpretation. Singing and listening to others, together with the tactful criticisms of the teacher, give a sound and discriminating knowledge of Voice.

PIANO CLASSES give a good technique and a knowledge of the necessary piano literature. Through continuous playing before others and the occasional inspiration of performance by the teacher, a well-rounded background for private lessons is provided.

THE SYMPHONY ORCHESTRA is maintained to study and play great musical works, thereby adding to the cultural opportunities of the College. Outstanding symphonies are produced in concert each year on the campus and on tour. The orchestra commencement concert is traditional.

THE SYMPHONIC BAND acquaints the student with band literature, practical experience in rehearsal procedure and standards for attainment in the field of instrumental music. It acquaints the student also with concert and broadcasting procedures and serves as a training laboratory for conducting out-of-town engagements and tours. Augmented, it offers experience in various field maneuvers.

THE MIXED CHORUS is made up of every member of the Music Education Department, together with students from outside the department. Voice blending and fine choral literature are studied, and at least one concert a year is presented. The aim of the chorus is to give every student a good background, so that he will be able to use discrimination in selecting his music when he goes out into the teaching field.

THE MEN'S CHORUS is made up of every male voice in the Music Education Department. Excellent results are achieved, and students become acquainted with a wealth of suitable material. From this organization, twenty-four voices are chosen for touring.

THE WOMEN'S CHORUS offers opportunities for acquaintance with musical literature for unchanged voices. It aims to teach the student the principles of choral interpretation, through the study of a varied selection of choral compositions, both accompanied and a capella. It aims also to develop further the technique of the chorister by means of regular rehearsals and public appearances.

THE VESTED CHOIR is an organization of selected mixed voices, which studies sacred and secular musical literature. Emphasis is placed on intonation, interpretation and routine activities essential to fine ensemble singing. Much of the music is a cappella.

OPERA

Each year an opera is presented during the Commencement season by members of the Music Education Department. Almost all of the Gilbert and Sullivan works have been given, as well as "Blossom Time", "My Maryland", "The Student Prince" and other well-known operas. Attractive costuming and elaborate scenic and lighting effects are employed.

SCIENCE

S1—BIOLOGICAL SCIENCE I is an introductory course intended to serve as a foundation for later studies in Psychology, Sociology and Education, as well as for advanced work in the biological field. It is concerned with the facts and principles which underlie the phenomena of life, both plant and animal and with the kinds and relationships of living organisms.

S2—BIOLOGICAL SCIENCE II is concerned largely with a study of the organ systems and physiological processes of the vertebrates, with special emphasis on man. Heredity and the development of the individual are given considerable attention; while other topics, such as geographical distribution, adaptation and ecological relationships are briefly considered.

S3—PHYSICAL SCIENCE I is an introduction to the fundamental principles of Mathematical Geography, Earth History, Geology, Minerology and Astronomy, with particular attention to the importance of understanding the contribution of these sciences to the world in which we live.

S4—PHYSICAL SCIENCE II is a study of some of the minerals of economic use to mankind, leading into a study of the ways in which man is mastering his material world, through an ever-increasing understanding of its nature. Physical and chemical principles are considered in this connection.

S5—ASTRONOMY gives the student an understanding of the earth's place in the solar system. A study of the instruments of Astronomy is combined with observations with the telescope, the spectroscope and the sextant, and with a description of the planetarium and its projector.

S6—AGRICULTURE AND NATURE STUDY is designed primarily for students planning to teach in the elementary schools. It provides an introduction to wild life, including common wild flowers, trees, animals and birds. Methods of teaching the subject, including the selection materials, the use of aquaria and terraria and the keeping of animal pets, are constantly developed.

S7—ADVANCED BOTANY I gives to the student an understanding of the structures and life processes of seed plants. Included is a detailed study of the gross anatomy, as well as the microscopic structure of all the plant organs.

S8—ADVANCED BOTANY II is concerned chiefly with a study of the principal groups of plants, beginning with the Algae and Fungi. Plant relationships and classification are stressed, and an effort is made to give the student a view of the plant kingdom as a whole and the ability to locate plants in their proper places.

S9—ADVANCED ZOOLOGY I is concerned mainly with a study of the life processes of animals and the structures and organs concerned in these processes. While frequent reference is made to lower forms, the emphasis is on the chordates—particularly the higher groups.

S10—ADVANCED ZOOLOGY II attempts to provide a general view of the animal kingdom, including relationships and classification of animals. Attention is given to all the main groups, and examples of most of them are studied in the laboratory. Collection, identification and preservation of local forms for use in teaching are included in the course.

S11—PHYSIOLOGY has as its objective a thorough understanding of the physiological processes of the higher animals. Comparisons are made throughout the entire vertebrate group, with frequent

reference to the invertebrates for physiological antecedants. While the emphasis is on function, considerable attention is given to structure.

S12—BACTERIOLOGY is designed to give a broad survey of bacteria and related fungi. It includes the morphology, physiology and classification of the bacteria; the laboratory culture of micro-organisms; general bacteriological techniques; the bacteriology of soil, air, water and foods; and the principles of disease and immunity.

S13—COMPARATIVE ANATOMY strives to give a more thorough acquaintance with the comparative anatomy of the vertebrate series. Dissection is made of the cat, and, when time permits, of a lower vertebrate also. The functional importance of the structures studied is emphasized.

S14—HISTOLOGY deals with the microscopic anatomy of animals, particularly the vertebrates. Understanding of the character and structure of cells and ability to identify them are required. For those who desire it, opportunity is offered for practice in the preparation of permanent slides of plant tissues.

S15—GENETICS is designed to acquaint the student with the fundamental principles of heredity and variation. Discussions include the simpler cases of inheritance, gene interaction, inheritance of sex, sex and gene linkage, quantitative inheritance, the genetics of inbreeding and outbreeding, cytoplasmic inheritance and mutations with suggestions concerning the relation of genetical principles to eugenics.

S16—EMBRYOLOGY deals with the development of the individual from inception to birth, including a study of the germ cells, fertilization, cleavage, formation of the primary germ layers and the origin and development of the tissues and organs. Special reference is made to the embryology of man.

S17—ENTOMOLOGY treats of the characteristics of the orders and families of insects, their life histories and habits and their relations to other animals and to plants. Field trips are an important feature, and each student is required to accumulate and prepare a typical collection of insects.

S18—ECOLOGY aims at an understanding of the relationships between living things and their environments. Inorganic factors, such as air, light, water and temperature are considered in relation to their effects on the structures, distribution, habitat and behavior

of animals and plants. Throughout the course, the emphasis is on the dynamic, living environment.

S19—ADVANCED BIOLOGY treats of those aspects of life, both plant and animal, which cannot be taken up in elementary or more specialized courses. Such topics as biological experimentation and research and the results of current investigations are given consideration.

S20—PARASITOLOGY aims to develop an understanding of the origin, extent and biological significance of parasites. Many types, both external and internal, are collected and studied in the field. Though the major emphasis is on animal parasites, some attention is given to plant parasites.

S21—ADVANCED NATURE STUDY is intended for prospective teachers of high school Biology and General Science. It aims to develop a familiarity with local fauna and flora, which will enable the student to identify most of the forms he is likely to meet in his teaching. Numerous field trips are taken, and much material is collected and studied. Some attention is given to nature photography and the making and coloring of lantern slides.

S22—GENERAL INORGANIC CHEMISTRY I includes a study of the non-metals and their compounds. A working knowledge of symbols, valences, formulas, writing reactions and the solution of problems relating to chemical changes is stressed.

S23—GENERAL INORGANIC CHEMISTRY II includes a study of common metals and their compounds. Methods of preparation, properties, uses and tests receive ample attention. Study and discussion of the theories of ionization and chemical equilibrium and their applications to chemical changes are considered.

S24—COLLEGE PHYSICS I may be considered a "tool course" for every other science. Topics in mechanics, heat and sound are studied and their relations to physical phenomena discussed.

S25—COLLEGE PHYSICS II covers important topics in magnetism, electricity and light. A better understanding of one's physical environment is the main objective of the course.

S26—MECHANICS includes the mechanics of solids, involving such topics as various types of motion, equilibrium, moments of inertia, elasticity and friction. Elementary operations with vectors are applied in the solution of certain problems.

S27—HEAT covers the basic principles of heat phenomena. Such topics as temperature measurement, thermal expansion, heat transfer,

change of state, elementary kinetic theory and thermodynamics are included.

S28—MAGNETISM AND ELECTRICITY deals with the interrelations of the two subjects. Discussions and problems are based on modern methods of measuring current, resistance, electromotive force and power.

S29—HYDROSTATICS includes a study of physical laws and principles applied to liquids, particularly water. Some facts regarding pressures in liquids at rest and the measurement and transmission of pressures are included in the course. Instruction is given on such topics as the compressibility of liquids, the derivation of the pressure-depth formula and the theoretical proof of Archimedes' Principle.

S30—OPTICS is an introductory study of lens systems, diffraction, interference, double refraction and polarization,

S31—MODERN PHYSICS includes descriptions and discussions of the fundamental experiments which have established the present viewpoint in the field of Physics. Among the topics treated are the nature of light, the quantum theory of its emission and absorption, radioactivity, electron phenomena and the elementary theory of specific heats.

S32—SOUND, as a branch of Physics, is essentially a study of wave motion. Transverse and longitudinal waves are compared, and the relationship between velocity, frequency, period and wave length is considered. A study of musical sounds, including pitch, intensity and quality, is included. Resonance, interference, beats and the Doppler effect are given due emphasis.

S33—PHYSICS LABORATORY will be required for each Physics course, on a basis of two or three hours a week.

S34—QUALITATIVE ANALYSIS includes a study and practice of separating and identifying the cations and anions of the more common elements. Basic principles underlying the methods of Qualitative Analysis and some applications of the science are stressed.

S35—QUANTITATIVE ANALYSIS is a beginner's course, presenting methods of volumetric, gravimetric and electro analysis. Some attention is given to the solution of simple problems related to the theory and practice of the subject.

S36—ORGANIC CHEMISTRY often is called the chemistry of the carbon compounds. During the first half of the semester, the ali-

phatic series of compounds is studied, including a consideration of the hydrocarbons, alcohols, ethers, aldehydes and ketones. Other studies include the amino acids, esters, proteins and related compounds. During the second half of the semester, the aromatic series of organic compounds is studied. Included are the cyclic and heterocyclic compounds, terpenes and related substances, as well as some of the organo-metalic compounds of this series.

S37—PHYSICAL CHEMISTRY is an elementary treatment of the science, which aims to systematize all of the established facts and laws governing the various phenomena of chemical action. Important topics included are solutions of electrolytes, thermochemistry, electrolytic equilibrium, kinetics, conductance hydrolysis, osmotic pressure and freezing and boiling-point determinations.

S38—INDUSTRIAL CHEMISTRY embraces such general topics as heat values of different fuels, distillation and refining of petroleum and tar, metals and their alloys and the chemistry involved in the more common manufactured goods, such as glass, rubber, cements, soaps, etc.

S39—PHYSIOLOGICAL CHEMISTRY aims to establish a relationship between chemical composition and biological function. Such topics as absorption, diffusion, dialysis, enzimes, vitamins, blood and urine analysis and the metabolism of fats, proteins and carbohydrates are included in the study.

S40—FOOD CHEMISTRY includes a study of carbohydrates, fats, lipeds and proteins as they appear in the human diet. The fuel value of foods and the energy requirements of the body are noted, together with the economic use of foods.

S41—COLLOIDAL CHEMISTRY involves only the elementary principles of the subject. Instruction is offered on such topics as emulsions, gels, coagulation, absorption viscosity, plasticity, osmosis, interfacial tension and the formation of colloids by condensation and dispersion.

S42—DESCRIPTIVE CHEMISTRY comprises a review of the more advanced laws and principles of Chemistry. It seeks to give the student a broad survey of the field and to show the relations of one branch to another. Some of the far-reaching effects of modern chemical research are discussed.

S43—GEOLOGY is an introductory course in earth history, including such topics as materials of the earth's crust, their arrange-

ment and the forces modifying them, such as vulcanism and earthquakes. The characteristics of Pennsylvania rocks are noted particularly through field trips.

S44—BIOLOGY I (Physiology and Hygiene) stresses some of the fundamentals of physiology, such as the conservation of energy and its convertibility from one form to another; the recognition of food as a biological fuel; and the biological principles controlling the activities and functions of the human body. The processes by which food is supplied to and used by the body are especially emphasized.

S45—BIOLOGY II (Bacteriology) is designed to give a general knowledge of the activities of bacteria, yeasts and molds. Special attention is given to micro-organism in relation to problems of food-preparation and preservation; problems of personal, home and public sanitation; and problems of immunity.

S46—INORGANIC CHEMISTRY I includes a working knowledge of symbols, valences, formulas, reactions and equations, together with the solution of problems as they apply to chemical changes. The non-metallic elements and their compounds, together with methods of preparation and a description of chemical and physical properties, uses and tests, receive a major portion of the time spent on the subject.

S47—INORGANIC CHEMISTRY II embraces a study of the metallic elements and their compounds. Insofar as time permits, a study and discussion of the theories of ionization and chemical equilibrium and their applications to chemical changes are considered. A brief treatment of colloids also is included.

S48—ORGANIC CHEMISTRY purposes to present problems of structure and methods of preparation, both theoretical and commercial, in the study of the alcohols, amines, aldehydes, ketones and ether. Stress is placed on their recognition and application in Physiological Chemistry and Nutrition.

S49—BIOLOGICAL CHEMISTRY serves to furnish a background for courses in dietetics and nutrition. Students acquire a familiarity with compounds important from a bio-chemical viewpoint and an acquaintance with the fundamental processes which go on in the animal body. The emphasis is placed on the chemistry of the digestion and the metabolism of carbohydrates, lipeds and proteins.

S50—HOUSEHOLD PHYSICS deals with household equipment, electrical and non-electrical housekeeping processes, ventilation, heating, lighting, fuels, water supply, sewage disposal and refrigeration. Problems are studied in the light of the principles of Physics involved.

SOCIAL STUDIES

SS1—HISTORY OF CIVILIZATION is an intensive study of man's constructive achievement and development in ways of thinking, governing and living, or in the intellectual, emotional and mechanical phases of life. Included are a survey of valuable contributions of ancient and medieval cultures, a consideration of the rise and growth of nationalism, a study of the effects of revivals and reforms and an appraisal of the significance of expansion and inventions.

SS2—PRINCIPLES OF SOCIOLOGY aims to supply the student with a systematized background. It endeavors to develop independent thinking on matters relating to social groups and to inculcate the habit of interpreting life situations from the sociological viewpoint.

SS3—PRINCIPLES OF ECONOMICS deals with the basic factors involved in the business of making a living. The relations between business and labor and the relations of government to both are among the topics considered.

SS4—AMERICAN GOVERNMENT investigates the distribution of powers among the several departments of our government; examines the doctrine of the separation of powers as applied to each of these departments; considers the more important administrative agencies, state and national; and studies the operation of some of the "checks and balances" famous in American History.

SS5—SCHOOL LAW aims to demonstrate the relation of federal, state and local government to education Federal subsidies are examined with respect to their implications toward state education. Through the use of the "school code", state and local government of education is investigated.

SS6—U. S. HISTORY TO 1865 aims to acquaint the student with the discovery and settlement, colonial development, revolution, government organization, territorial expansion; economic, industrial, political and cultural development; foreign relations; and slavery, up to and including the Civil War.

SS7—U. S. HISTORY SINCE 1865 emphasizes the use of historical facts in their relation to current social, political and industrial problems. The student is encouraged to develop analytical capacities, through the study of historic and current problems. Emphasis is placed on the use of the library in solving these problems.

SS8—RURAL SOCIOLOGY seeks to acquaint the student with material relative to rural society. Economic conditions, health and

sanitation, educational problems, cultural and recreational activities and rural institutions are among the topics considered.

SS9—GUIDANCE includes a survey of the Guidance movement, with a detailed consideration of the various phases of the Vocational Guidance program. Some time is given to the study of tests pertinent to and valuable for Guidance purposes. Brief consideration is given to the desired cooperation between industry and the school, to bring about a more effective vocational adjustment on the part of the individual.

SS10—SOCIAL AND INDUSTRIAL HISTORY OF THE U. S. aims to trace the development of social and economic institutions in this country. An attempt is made to discover the more important factors giving direction and momentum to the evolution of these institutions. Library materials, both source and secondary, are among the more important "tools" used in the course.

SS11—MODERN EUROPEAN HISTORY covers the period from the Congress of Vienna to the present time. It establishes a basis for the evaluation of contemporary events and seeks to instill the belief that perspective alone enables the student thoroughly to interpret the present. It also endeavors to familiarize the prospective teacher with international affairs.

SS12—EARLY EUROPEAN HISTORY aims to clarify the continuity of history and to point out the kinds of change which contitute progress. It also seeks to develop historical appreciation of the conributions of the past to the civilization of the present.

SS13—LATIN AMERICAN HISTORY covers the history of South America from the time of its discovery to the close of the wars of independence. A study of the economic, political and social systems used by the European nations to colonize and exploit the country affords the student a better opportunity to understand the characteristics of our Southern neighbors.

SS14—COMPARATIVE GOVERNMENT examines some of the theories which have been advanced concerning the origins of governmental authority. Then, modern governments are classified, and their methods of solving national problems are compared.

SS15—EUROPEAN HISTORY SINCE THE WORLD WAR aims to integrate the concrete problems confronting European civilization today. It also seeks to help the student to understand the spirit and method of European diplomacy; to interpret the vital phenomena of Bolshevism, Fascism and Naziism; and to formulate definite opinions

as to the policy which the United States should maintain toward Europe.

SS16—ORIGIN OF SOCIAL INSTITUTIONS is a detailed study of the nature of various social groups. Special attention is paid to the processes by which socializing agencies have operated to bring about the establishment and maintenance of such groups. The course aims to develop independent thinking and the interpretation of life situations in the light of sociological considerations.

SS17—HISTORY OF ENGLAND traces the development of the people and institutions of England from the Anglo-Saxon conquest to the present time. Consideration is given to the advantages of climate and topography and of racial characteristics which have enabled England to become the head of a vast empire.

SS18—HISTORY OF THE FAR EAST uses current world problems involving friction between Eastern and Western nations as a starting point in understanding the origins and early history of the Oriental cultures. A study of the effects of Western imperialism during the nineteenth century helps the student to understand current Eastern disruptions.

SS19—HISTORY OF PENNSYLVANIA traces the development of the commonwealth along agricultural, industrial and commercial lines and notes the part which the State has taken in great national affairs. Local history is stressed, and the student is instructed in methods of selecting and tabulating data and materials on this subject.

SS20—HISTORY OF ETHICS emphasizes the origin, growth and development of standards of conduct which have helped man to solve the problems of moral relationships. Particular stress is placed upon idealistic conceptions which have been instrumental in establishing right attitudes and right habits.

SS21—RENAISSANCE AND REFORMATION is designed to familiarize the student with the causes underlying these movements and with the general conditions which prevailed in the world of that period. It also is intended to point out the significant results which grew out of the general re-awakening and the reformation of the Christian Church.

SS22—INDUSTRIAL RELATIONS considers the current efforts of government to help solve problems of industry and trade. Such efforts are traced historically, with emphasis on the regulation of existing evils. A study is made of federal and state legislation, along with important court decisions.

SUMMER SESSION OF 1938

Date—The Summer Session, six weeks in length, will begin Monday, June 27, and end Saturday, August 6. June 27 will be registration day.

Purpose—Students desirous of working toward certification and a degree and students interested in shortening their stay in college will find ample opportunity to pursue courses in accordance with state standards in their respective fields.

Music Education—A rich and diversified group of courses in this specialized field will be offered. These will include Sight Reading, Dictation, Harmony, History and Appreciation of Music, Band and Orchestral Instrumentation, Conducting, Voice, Piano, Organ and all instruments of the band and the orchestra.

A Band School will be conducted during the entire session. Here, the technique of band directing will be presented theoretically and practically. This represents a real innovation in the teaching of public school band organization and practice.

In connection with the Band School, a demonstration school of considerable size will be in operation, affording high school band directors an opportunity to heighten their teaching efficiency.

Full credit toward the degree in Public School Music may be earned by the satisfactory completion of these courses.

Credit—Not more than six semester hours of credit may be earned during the Summer Session.

Expenses and Fees—A contingent fee of $5.00 per semester hour of credit will be charged. In addition, a student activities fee of $2.00 will be charged. A schedule of fees for music students is listed in the Summer Quarterly.

The Summer Quarterly—Write for the 1938 Summer Quarterly. It is the official bulletin of information, which describes in full all academic and professional Summer Session offerings, the Band School, the faculty, the cost of attendance and the splendid facilities for study and recreation at Mansfield. The Quarterly will be sent without charge on request.

CERTIFICATION OF TEACHERS

State Standard Limited Certificate. Completion of the courses listed for the first three years of either the Kindergarten-Primary four-year degree curriculum or the Intermediate four-year degree curriculum, with the proper adjustment of electives and the addition of practice teaching, entitles students to this certificate. Entering students should make the necessary arrangements with the Dean of Instruction for meeting all requirements, if certificate is desired at the close of three years.

Students entering in September, 1939, and thereafter, will be required to complete a four-year degree curriculum before any teaching certificate can be issued. The State Standard Limited Certificate will not be granted after Feb. 1, 1943.

Holders of State Standard Limited Certificates may return to the College and complete an Elementary four-year degree curriculum without loss of time. This also applies to teachers who hold two-year normal certificates and diplomas.

Holders of Secondary Certificates, Interested in Elementary Certification, must complete thirty additional semester hours of approved work in Elementary Education, including six semester hours of Elementary student teaching.

Students Working for Degrees in Education should select their major field or fields early in the first year if possible, and under no circumstances later than the close of the second year. Otherwise, loss of time and credit are unavoidable.

Students in Home Economics Education should enter this curriculum at the beginning of the first year. Later election will make program adjustment very difficult, and may prolong attendance beyond the required four years.

Students in Music Education should enter this curriculum at the beginning of the first year, if time and credit are to be properly allocated.

The College Provisional Certificate is awarded to all holders of degrees by the State Department of Public Instruction.

Extension Courses. Credit is limited to twenty semester hours in the four-year curricula. Not more than six semester hours shall be allowed for courses completed in any one semester by a student who, during such term, is a regularly-employed, full-time teacher. The

cost for these courses is based on the rate of $5.00 per semester hour. Courses are offered as needed, and are specially arranged to benefit in-service teachers who desire additional work toward certification and a degree.

Placement Service. A teacher placement bureau, presided over an experienced director, is maintained by the College. Here, an active file is kept of all unemployed graduates of the institution, prospective graduates and graduates now employed who are looking for promotion. The bureau is ready at all times to assist school boards, principals and superintendents in finding the teacher best qualified to fit their needs. It can be depended on to give accurate and complete information regarding the character, scholarship and teaching ability of candidates; and it can give twenty-four-hour service in reply to any request for information or recommendation.

ROSTER OF STUDENTS

GRADUATE STUDENTS

Name	Undergraduate School	Address	County
Bock, Iliene E., B.S.,	Stroudsburg S. T. C.	Tioga,	Tioga
Byrne, Mary Rose, A.B.,	Marywood College,	Friendsville,	Susquehanna
English, Wayne R., A.B.,	University of Pittsburgh	Mansfield,	Tioga
Kavanaugh, Mary G., B.S.,	New Jersey College for Women,	Nisbet,	Lycoming
Laubach, Morrill, B.S.,	Lock Haven S. T. C.	Liberty,	Tioga
Oliver, Hayden C., A.B.,	Lafayette College	Scranton,	Lackawanna
Smith, Frances O., B.S.,	Mansfield S. T. C.	Lawrenceville,	Tioga
Stout, Dorothy, B.S.,	Western Reserve University	Ashley,	Luzerne
Ulmer, Mary E., B.S.,	Lock Haven S. T. C.	Lock Haven,	Clinton
Watkins, Forrest, W., B.S.,	Mansfield S. T. C	Knoxville,	Tioga

HOME ECONOMICS EDUCATION

Name	Address	County
Allshouse, Margaret L.,	R.D. 2, Tunkhannock (S)*	Wyoming
Appel, Hettie E.,	Elysburg (S)	Northumberland
Armstrong, Ruth E.,	71 Lockhart St., Wilkes-Barre (F)	Luzerne
Bailey, Mary Jane,	Elkland (S)	Tioga
Beck, Leola E.,	Liberty (S)	Tioga
Bixler, Mary Elizabeth,	636 Hill St., Lebanon (F)	Lebanon
Bower, Jean M.,	24 Parsonage St., Newville (F)	Cumberland
Boyle, Mary Isabelle,	328 York Ave., Towanda (S)	Bradford
Brassington, Sara, Joliett (SE)		Schuylkill
Breunig, Doris J.,	8 Fifth St., Galeton (J)	Potter
Brigham, Ruth H.,	15 Prospect Ave., Galeton (J)	Potter
Burdette, Hannah R.,	318 S. Main St., Taylor (J)	Lackawanna
Burkhart, Eleanor R.,	242 Ridge St., Honesdale (F)	Wayne
Canedy, Margery E.,	Sylvania (F)	Bradford
Carey, Evelyn M.,	34 Walnut St., Forty Fort (J)	Luzerne
Carlson, Bette Kay,	Covington (F)	Tioga
Carson, Harriet C.,	Covington (J)	Tioga
Carter, Charlotte E.,	R. 4, Montrose (F)	Susquehanna
Carter, Doris Mae,	2324 Tilghman St., Allentown (J)	Lehigh

*(F) Freshman (S) Sophomore (J) Junior (SE) Senior

Name	Address	County
Chamberlain, Ruth Ann	806 Bennett St., Elmira, New York (S)	Chemung
Clare, Virginia I.	914 Centre St., East Mauch Chunk (F)	Carbon
Clark, Sara L.	95 E. Main St., Mansfield (J)	Tioga
Cooper, Hilda B.	R. 2, Danville (S)	Montour
Cornwell, Olive A.	272 S. Main St., Mansfield (SE)	Tioga
Crispen, Ruth Derr	R. 2, Watsontown (F)	Montour
Danneker, Martha J	1309 Locust St., Williamsport (F)	Lycoming
Davis, Anna K.	11 King St., Wellsboro (F)	Tioga
Demyan, Mary	206 St. Mary's Rd., Wilkes-Barre (F)	Luzerne
Diem, Ethel May	522 Prescott Ave., Scranton (F)	Lackawanna
Dimmick, Ethel C.	Chestnut St., Mountaintop (F)	Luzerne
Dries, Mary Elizabeth	Strausstown (S)	Berks
Dwyer, Mary M.	Morris Run (F)	Tioga
Eryavec, Ann Marie	Lakewood (S)	Wayne
Felix, Dorothy L.	42 Parsonage St., Newville (F)	Cumberland
Fleschutz, Beatrice M.	408 Ross St., Coudersport (SE)	Potter
Flowers, Yolande I.	47 College Ave., Mansfield (F)	Tioga
Ford, Mavis C.	Rummerfield (J)	Bradford
French, Ruth A.	Harrison Valley (S)	Potter
Gayman, Bernice I.	R. 3, Newville (F)	Cumberland
Grace, Dorothy L.	405 Elmira St., Troy (F)	Bradford
Griffin, Olive H.	Westfield (F)	Tioga
Grigg, Violet E.	212 Messenger St., Bangor (F)	Northampton
Grim, Mary L.	341 Wiconisco Ave., Tower City (S)	Schuylkill
Harris, Mary Elizabeth	105 South Ave., Bradford (S)	McKean
Harrison, Vera L.	51 Gates St., Wilkes-Barre (J)	Luzerne
Hughes, June E.	409 Hamilton St., Pottsville (J)	Schuylkill
Jaquish, Martha C.	Covington (S)	Tioga
Jeffery, Isabella A.	1284 W. Princess St., York (J)	York
Judd, Phyllis E.	Sabinsville (F)	Tioga
Kantor, Florence B.	213 S. 8th St., Lebanon (S)	Lebanon
Kilburn, Mildred L.	Painted Post, New York (F)	Steuben
Kingsley, Leona M.	R.D. 2, Millerton (SE)	Tioga
Kinkade, Margaret F.	1020 Woodmont Ave., Williamsport (S)	Lycoming
Knelly, Geneva M.	R.D. 1, Nescopeck (F)	Columbia
Knowlton, Ruth E.	105 Mark Ave., Syracuse, New York (S)	Onondaga
LaMont, Constance E.	Wellsboro (S)	Tioga

Name	Address	County
MacCrumb, LaVonne A.,	125 St. James St., Mansfield (SE)	Tioga
McGeehan, Marguerite M.,	159 Wiggans St., Mahanoy City (F)	Schuylkill
McIntosh, Marian L.,	Covington (SE)	Tioga
McMillen, Lois P.,	Loysville (S)	Perry
Majchrzak, Dorothy M.,	Blossburg (J)	Tioga
Mars, Virginia I.,	Gresham Road, Titusville (S)	Crawford
Martin, Jane M.,	Blain (S)	Perry
Michael, Mary Agnes,	942 Walnut St., Freeland (S)	Luzerne
Miller, Ruth I.,	Donaldson (F)	Schuylkill
Mills, M. Elizabeth,	280 E. Main St., Bradford (SE)	McKean
Neiswender, Dolores G.,	904 Campbell St., Williamsport (F)	Lycoming
Newton, Marion E.,	109 Cherry St., Dunmore (S)	Lackawanna
Newton, Priscilla F,	109 Cherry St., Dunmore (SE)	Lackawanna
Pepper, Marian H.,	Painted Post, New York (J)	Steuben
Pilch, Tessie G.,	Peckville (S)	Lackawanna
Radebaugh, Kathleen A.,	300 Congress St., Bradford (S)	McKean
Ream, Jeanne A.,	722 S. Market St., Elizabethtown (S)	Lancaster
Rider, Ruth G.,	325 York Ave., Towanda (J)	Bradford
Rothfuss, M. Josephine,	601 Brandon Ave., Williamsport (S)	Lycoming
Scott, Annmary,	25 W. 7th Ave., South Williamsport (S)	Lycoming
Shafer, Sarah Jane,	Sinnemahoning (F)	Cameron
Shaw, E. Laura,	29 Extension St., Mansfield (J)	Tioga
Shumway, A. Louise,	R.D. 3, Wellsboro (SE)	Tioga
Slout, Eleanor J.,	311 Woodland Ave., Williamsport (F)	Lycoming
Smith, S. Louise,	91 Sherman St., Galeton (F)	Potter
Stambaugh, Ruth E.,	Green Park (S)	Perry
Tiffany, Margery E.,	Brooklyn (SE)	Susquehanna
Tobias, Blanche I.,	Hegins (SE)	Schuylkill
Tretheway, Eleanor,	1840 Murray St., Forty Fort (J)	Luzerne
Wallace, Edna M.,	624 Colonial Ave., York (S)	York
Werner, Betty Jayne,	324 Mulberry St., Williamsport (F)	Lycoming
White, Marian C.,	R. D. 2, Athens (J)	Bradford
Whiteley, Eleanor,	456 S. Market St., Selinsgrove (S)	Snyder
Wieland, Betty Jane,	953 Washington St., Meadville (F)	Crawford
Wilcox, Phyllis A.,	Knoxville (S)	Tioga
Zarfos, Jean Ann,	127 W. High St., Red Lion (F)	York

MUSIC EDUCATION

Name	Address	County
Andersen, Howard A.,	114 Russell St., Warren (S)	Warren
Angell, Rhoda R.,	S. Otselic, New York (F)	Shenango
Bailey, Robert J.,	Elkland (SE)	Tioga
Baynes, John H.,	266 N. Main St., Mansfield (F)	Tioga
Bowman, June L.,	306 W. Pine Ave., Kane (S)	McKean
Bowser, Alden E.,	1011 Main St., Portage (S)	Cambria
Brecher, Frances H.,	Powell (F)	Bradford
Brister, Florence E.,	LeRaysville (F)	Bradford
Bunnell, Josephine M.,	Meshoppen (J)	Wyoming
Chaffee, Margaret D.,	Warren Center (J)	Bradford
Clark, Byron L.,	77 Clinton St., Mansfield (SE)	Tioga
Clark, Frances E.,	77 Clinton St., Mansfield (F)	Tioga
Cleave, Howard E.,	R.D. 2, Factoryville (S)	Lackawanna
Conable, Marion L.,	201 St. James St., Mansfield (SE)	Tioga
Cromer, Gladys I.,	Knobsville (SE)	Fulton
Decker, Henry J.,	Lawrenceville (S)	Tioga
Dewey, Raymond D.,	R.D. 1, Towanda (F)	Bradford
English, Louise Goodall,	21 E. Main St., Mansfield (SE)	Tioga
Feig, Ruth D.,	141 St. James St., Mansfield (SE)	Tioga
Fenedick, Marcella A.,	19 Yatesville St., Shenandoah (FF)	Schuylkill
Field, Robert L.,	172 Main St., Canton (J)	Bradford
Fink, Joseph L.,	Brockton, (SE)	Schuylkill
FitzGerald, Mary M.,	910 S. Valley Ave., Olyphant (SE)	Lackawanna
Galvin, Francis E.,	115 Jacksons, Mahanoy City (SE)	Schuylkill
Goodwin, Emma H.,	407 Third St., Towanda (S)	Bradford
Griggs, Onolee J.,	Knoxville (S)	Tioga
Harrison, Lois M.,	51 Gates St., Wilkes-Barre (J)	Luzerne
Harvey, Adeline M.,	Hunlock Creek (S)	Luzerne
Harvey, Eleanor M.,	R. D. 5, Wellsboro (F)	Tioga
Hendricks, James L.,	Llewellyn (F)	Schuylkill
Henninger, Lucy V.,	11 Second St., Tunkhannock (S)	Wyoming
Hoyt, B. Louise,	R. D. 4, Dallas (S)	Luzerne
Jacobson, Charles L.,	2034 Eastern Ave., Wesleyville (F)	Erie
Johnson, Cora E.,	R. D. 1, Jermyn (SE)	Lackawanna
Johnson, Lenora M.,	R. D. 2, Wellsboro (J)	Tioga
Jones, Thelma F.,	Warren Center (S)	Bradford
Karschner, Katheryn Jean,	15 First St., Galeton (J)	Potter
Keagle, Roger M.,	64 Carson St., Canton (F)	Bradford
Keen, Willard E.,	93 E. Main St., Glen Lyon (SE)	Luzerne

Name	Address	County
Kelly, Margaret K.,	104 Rock St., Olyphant (J)	Lackawanna
Kisner, Anita M.,	Mildred (F)	Sullivan
Kreitzer, L. Donald,	Johnsonburg (SE)	Elk
Lauver, Robert F.,	1608 Fourth St., Altoona (S)	Blair
Lawson, Ruth A.,	101 W. Washington Ave., Shenandoah (J)	Schuylkill
Lee, Betty L.,	Springville (S)	Susquehanna
Loughran, Eugene L.,	346 N. Main St., Plains (SE)	Luzerne
McInroy, Wildamary,	123 Fountain St., Jersey Shore (S)	Lycoming
Miller, Florence A.,	314 Jay St., Lock Haven (F)	Clinton
Minerd, Roy Penn,	1005 W. Main St., Smethport (J)	McKean
Mingos, F. Carl,	Monroeton (J)	Bradford
Montgomery, Hilda E.,	132 N. Main St., Towanda (S)	Bradford
Morgan, Ivan D.,	619 Grant St., Portage (F)	Cambria
Morrison, Gladys M.,	R. D. 2, Mansfield (S)	Tioga
Morrow, Dorothea M.,	313 Pine St., Towanda (SE)	Bradford
Munroe, Edwin J.,	73 Pearl St., Wellsboro (S)	Tioga
Myers, Gretchen I.,	1315 Albert St., New Castle (J)	Lawrence
Peterson, John W., Jr.,	361 Fisher St., S. Williamsport (S)	Lycoming
Pierce, John Shepard, Jr.,	111 Washington St., Towanda (S)	Bradford
Pinnock, Ethel B.,	LeRaysville (J)	Bradford
Prutzman, Philip R.,	Truckville (F)	Luzerne
Redner, Arthur L.,	38 St. James St., Mansfield (J)	Tioga
Reed, Raymond L.,	113 Oak St., Sheffield (SE)	Warren
Rissel, John Clair,	107 Pennsylvania Ave., Coatesville (S)	Chester
Rosbach, Sidney E.,	Forksville (J)	Sullivan
Rusiniak, Anastasia M.,	257 Hudson St., Jermyn (S)	Lackawanna
Sampson, Marguerite R.,	Crooked Creek (S)	Tioga
Samson, A. Elizabeth,	Lake Ariel (F)	Wayne
Satterley, Florence R.,	12 Third St., Galeton (F)	Potter
Schulze, Bertha C.,	Wyalusing (S)	Bradford
Sickler, Howard W.,	54 Pitney St., South Waverly (S)	Bradford
Speer, Philip B.,	518 E. Main St., Smethport (S)	McKean
Stout, Charles J.,	45 Manhattan St., Ashley (S)	Luzerne
Taylor, Mary E.,	Lake Como (F)	Wayne
Vosburg, Delbert A.,	Milan (J)	Bradford
Waltman, Alice W.,	New Albany (S)	Bradford
Webster, Jean H.,	58 Waln St., Wellsboro (J)	Tioga
Williams, Herbert S.,	Wiconisco (SE)	Dauphin
Wilson, Alice J.,	19 Orchard St., Waverly, New York (F)	Tioga
Wood, Emma M.,	Milan (S)	Bradford
Yaw, Perry H.,	New Albany (S)	Bradford

ELEMENTARY AND SECONDARY EDUCATION

Freshmen

Name	Address	County
Abell, Marguerite,	Rome	Bradford
Armstrong, Barbara C.,	Shinglehouse	Potter
Bailey, Carol V.,	R. D. 3, Mansfield	Tioga
Bailey, Doris G,	98 N. Main St., Mansfield	Tioga
Bailey, S. Roger,	R. D. 3, Mansfield	Tioga
Baker, Harold M.,	106 Academy St., Mansfield	Tioga
Barrett, Rhea M.,	Snedekerville	Bradford
Berry, Freida P.,	R. D. 1, Columbia Cross Roads	Bradford
Borden, Dorothy M.,	Ulysses	Potter
Bower, Jean E.,	Blossburg	Tioga
Bower, Robert L.	Blossburg	Tioga
Brace, Wanda L.,	204 St. James St., Mansfield	Tioga
Brown, Marion A.,	Thompson	Susquehanna
Burke, Mary Agnes,	Choconut	Susquehanna
Burns, Barbara M.,	Box 732, Bath, New York	Steuben
Butsavage, John A.,	34 S. Main St., Ashley	Luzerne
Calvert, Mary C.,	Bodines	Lycoming
Carter, John W.,	R. D. 1, Olyphant	Lackawanna
Cawley, Genevieve F.,	Eldred	McKean
Cleveland, Wayne H.,	153 S. Main St., Mansfield	Tioga
Cole, Homer E.,	Mainesburg	Tioga
Conboy, Ann C.,	Friendsville	Susquehanna
Cook, Norman B.,	103 Plummer St., Sayre	Bradford
Cooke, Ina Belle,	Millerton	Tioga
Cool, Duane G.,	Westfield	Tioga
Coon, Beatrice K.,	R. D. 2, Clark's Summit	Lackawanna
Dann, Marie E.,	Mansfield	Tioga
Devling, Wilhelmina L.,	14 Sherman St., Galeton	Potter
Dillman, Richard W.,	Wellsboro	Tioga
Doane, John H., Jr.,	35 N. Main St., Mansfield	Tioga
Doane, Wilton Allen,	35 N. Main St., Mansfield	Tioga
English, Mary Catherine,	R. D. 1, Wellsboro	Tioga
Evans, Laura L.,	R. D. 2, Canton	Bradford
Fisher, Alice I.,	103 Pleasant St., Sayre	Bradford
Fisk, Alice L.,	Dalton	Lackawanna
Frenchko, John J.,	325 Mooney St., Olyphant	Lackawanna
Gernert, Esther J.,	Columbia Cross Roads	Bradford
Goshinski, Josephine M.,	11 Bridge St., Antrim	Tioga

Name	Address	County
Hall, William R.,	26 Elmira St., Mansfield	Tioga
Harvey, Clarence,	R. D. 1, Mansfield	Tioga
Hayden, Joseph L.,	58 College Ave., Mansfield	Tioga
Herrman, Jeannette R.,	108 River St., Honesdale	Wayne
Hill, Helen M.,	64 Pearl St., Wellsboro	Tioga
Hughes, Ruth M.,	54 N. Academy St., Mansfield	Tioga
Inscho, William D.,	R. D. 1, Mansfield	Tioga
Jackson, Hazel J.,	R. D. 3, Mansfield	Tioga
Jones, Jess W.,	99 Merritt St., Plains	Luzerne
Jones, Lucille E.,	R. D. 6, Wellsboro	Tioga
Kelly, Bernard V.,	R. D. 3, Mansfield	Tioga
Kennedy, Drusilla E.,	64 St. James St., Mansfield	Tioga
Kisilewski, John J.,	51 New St., Hudson	Luzerne
Kwasneski, Angeline,	Morris Run	Tioga
Leonard, Wellington C.,	33 St. James, Mansfield	Tioga
Lindquist, Carl E.,	Morris Run	Tioga
Llewellyn, Arthur J.,	725 Second St., Williamsport	Lycoming
Lloyd, Charlotte A.,	R. D., Galeton	Tioga
McDermott, Joseph W.,	Milan	Bradford
McDonald, Leo F.,	207 E. Cherry St., Athens	Bradford
McGrath, Mary Margaret,	Lanesboro	Susquehanna
Mahon, John B.,	31 Powell St., Plains	Luzerne
Marshall, Margaret L.,	Roaring Branch	Lycoming
Marshall, Ruth M.,	Roaring Branch	Lycoming
Messner, DeWitt W., Jr.,	Covington,	Tioga
Miles, Layton C.,	Westfield	Tioga
Mullison, Ruth J.,	R. D. 1, Pittston	Luzerne
Nicholas, Margaret E.,	Mansfield	Tioga
Northrop, Mahlon E.,	Asaph	Tioga
Owen, Robert,	Mansfield	Tioga
Pratt, John L.,	73 Maple Ave., Tunkhannock	Wyoming
Retan, George Walter,	65 St. James St., Mansfield	Tioga
Rieppel, James H.,	338 N. Main St., Mansfield	Tioga
Roberts, Eldon C.,	Sabinsville	Tioga
Roblyer, Inez H.,	Gillett	Bradford
Schwab, Ralph A.,	117 Second St., Mansfield	Tioga
Shaffer, C. Louise,	Wyalusing	Bradford
Sherman, Olitha E.,	Springville	Susquehanna
Simmons, Emma B.,	R. D. 1, Westfield	Tioga

Name	Address	County
Sito, John C.,	31 Bank St., Plains	Luzerne
Smith, Alene L.,	R. D. 2, Mansfield	Tioga
Smith, Louise Mae,	R. D. 2, Mansfield	Tioga
Spencer, Julia Anne,	R. D. 2, Towanda	Bradford
Stevens, Elmer S.,	Montrose	Susquehanna
Strailey, Marion E.,	Blossburg	Tioga
Swift, Kenneth,	R. D. 2, Coudersport	Potter
Thomas, Jennie E.,	Morris	Tioga
Tunnicliff, Marian R.,	Gillett	Bradford
VanNorman, Claire J.,	20 College Pl., Mansfield	Tioga
Westbrook, Betty P.,	Great Bend	Susquehanna
Wilson, Eleanor L.,	73 E. Elmira St., Mansfield	Tioga
Wilson, Robert L.,	217 E. Main St., Mansfield	Tioga
Woodcock, Madaline E.,	Westfield	Tioga
Wortman, Persis M.,	119 Henry St., Penn Yan, New York	Yates

Sophomores

Augustine, Margaret,	R. D. 2, Springville	Susquehanna
Aumick, Marian B.,	160 Exchange St., Troy	Bradford
Baird, Ann E.,	Mill City	Wyoming
Barrett, Allen L.,	East Smithfield	Bradford
Bartoo, Thelma I.,	R. D. 1, Mansfield	Tioga
Beardslee, Mildred A.,	R. D. 2, Ulster	Bradford
Black, Iona L.,	Eldred	McKean
Booth, Mary,	Blossburg	Tioga
Bower, Kathryn M.,	332 Hastings St., S. Williamsport	Lycoming
Brace, Eben C.,	196 N. Main St., Mansfield	Tioga
Brewster, Nona,	Millerton	Tioga
Brion, Walter C.,	Liberty	Tioga
Buck, Grace E.,	Ulysses	Potter
Buck, Ruth L.,	Ulysses	Potter
Burr, Maxine L.,	Redington Ave., Troy	Bradford
Bustin, Ellen E.,	Ulster	Bradford
Carter, Harland E.,	R. D. 4, Montrose	Susquehanna
Carter, Muriel E.,	2324 Tilghman St., Allentown	Lehigh
Cecere, Eugene,	323 Jackson St., Olyphant	Lackawanna
Chapman, Dorothy E.,	605 W. Main St., Susquehanna	Susquehanna
Cieslowski, Joseph B.,	268 Kosack St., Swoyerville	Luzerne
Clark, Freida M.,	R. D. 1, Stevensville	Bradford
Cleveland, Lucille E.,	R. D. 1, Mansfield	Tioga

Name	Address	County
Colwell, Dorothy E.,	R. D. 4, Susquehanna	Susquehanna
Conner, William W.,	11 Cotton St., Hudson	Luzerne
Conrad, Lois J.,	New Milford	Susquehanna
Cooley, Harry H.,	Kingsley	Susquehanna
Crambo, Paulyne D.,	607 Cypress St., Throop	Lackawanna
Crandal, Sarah A.,	Stevensville	Bradford
Crippen, Esther R.,	Blossburg	Tioga
Crippen, Ruth H.,	Blossburg	Tioga
Cummings, Edna M.,	R. D. 1, Mansfield	Tioga
Cummings, Virginia A.,	Warren Center	Bradford
Davidson, Mabel L.,	304 Poplar St,. Towanda	Bradford
Davis, Ruth L.,	516 W. Taylor St., Taylor	Lackawanna
DeWolf, Millicent M.,	R. D. 2, Mehoopany	Wyoming
Diltz, Lillian B.,	Dushore	Sullivan
Dolheimer, Vivian C.,	Thomasville	York
Douglas, Mary Elizabeth,	Star Route 5, Honesdale	Wayne
Dunbar, Eudora D.,	Columbia Cross Roads	Bradford
Eighmey, Verle L.,	Millerton	Tioga
Evans, Peter J.,	2050 Main St., Plains	Luzerne
Fahey, Virginia A.,	110 Willow Ave., Susquehanna	Susquehanna
Farnham, Bernice L.,	Knoxville	Tioga
Gannon, Max W.,	Wyalusing	Bradford
Garrison, Gordon,	45 Elmira St., Mansfield	Tioga
Guy, George F.,	Blossburg	Tioga
Hager, Margaret M.,	Tioga	Tioga
Hough, H. Lucille,	215 Columbus Ave., Susquehanna	Susquehanna
Hughes, Charles F.,	54 Academy St., Mansfield	Tioga
Hughes, Harry W.,	R. D. 1, Mansfield	Tioga
Hurley, Helen R.,	211 Prospect St., Susquehanna	Susquehanna
Hymes, Clara Belle,	Tioga	Tioga
Kemp, Laurenza E.,	Nelson	Tioga
Kerwan, Thomas J.,	Blossburg	Tioga
Kibbie, Ida Mae,	56 Extension St., Mansfield	Tioga
Kruger, Ralph J.,	Middlebury Center	Tioga
Larson, I. Marguerite,	Blossburg	Tioga
Lattimer, Bernice R.,	Little Marsh	Tioga
Lewis, Robert E.,	Hop Bottom	Susquehanna
Lewis, Sara Helen,	264 Jackson Ave., Bradford	McKean
Loch, Frank E.,	5 Bank St., Plains	Luzerne

Name	Address	County
McCarty, J. Ellsworth,	Roaring Branch	Tioga
McCreary, James B.,	61 Main St., Hallstead	Susquehanna
McEwan, Scott W.,	Blossburg	Tioga
McIlwain, Eleanor R.,	Leolyn	Lycoming
MacMullen, Avis J.,	2 Front St., Susquehanna	Susquehanna
McNamara, Rosemary A.,	514 W. Main St., Susquehanna,	Susquehanna
Manikowski, Fabian A.,	Blossburg	Tioga
Manley, Thomas F.,	248 Bridge St., Jessup	Lackawanna
Marcikonis, Paul J.,	13 W. Stanton St., Hudson	Luzerne
Martin, Esther A.,	R. D. 2, Galeton	Potter
Marvin, Richard W.,	1 Nichols St., Wellsboro	Tioga
Massey, Janet L.,	Rummerfield	Bradford
Mencing, Geraldine,	Mansfield	Susquehanna
Mittan, Jack O.,	South Montrose	Susquehanna
Morgan, Lois M.,	R. D. 2, Canton	Bradford
Natzle, John W.,	61 DuBois St., Hallstead	Susquehanna
Niles, Rosa E.,	Mansfield	Tioga
Nowak, Theodore V.,	Blossburg	Tioga
Osgood, Roland L.,	Nelson	Tioga
Parker, Arnold B.,	Liberty	Tioga
Pickett, Clyde H.,	Laceyville	Wyoming
Potter, Elneda S.,	Nicholson	Wyoming
Radebaugh, Jayne M.,	300 Congress St., Bradford	McKean
Raker, Mary C.,	Liberty	Tioga
Rapella, JoAnn T.,	101 Spring Ave., Susquehanna	Susquehanna
Rosenn, E. Florence,	55 Warner St., Plains	Luzerne
Saxton, Elorena,	Troy	Bradford
Sheleps, George,	409 N. Willow Ave., Olyphant	Lackawanna
Sink, Gladys M.,	Rome	Bradford
Smith, Joan C.,	Hughesville	Lycoming
Smith, Nita S.,	333 Main St., S. Williamsport	Lycoming
Smith, Robert A.,	62 Pleasant St., Bradford	McKean
Smith, Robert C.,	206 Allegheny St., Jersey Shore	Lycoming
Springer, Marion E.,	Factoryville	Wyoming
Sterling, Marian A.,	Morris Run	Tioga
Taylor, Jack K.,	53 W. Washington St., Bradford	McKean
Thompson, Freda M.,	Harrison Valley	Potter
VanDusen, Helen R.,	Osceola	Tioga
VanHorn, E. Christine,	R. D. 4., Troy	Bradford
Warburton, Blanche H.,	117 First St., Mansfield	Tioga
Weaver, Betty Jane,	Blossburg	Tioga

Name	Address	County
Westcott, Dorothy E.,	Wyalusing	Bradford
White, Lucile E.,	Columbia Cross Roads	Tioga
Wilcox, Dorothy R.,	Crosby	McKean
Willard, Harry E.,	R. D. 2, Wellsboro	Tioga
Williams, Lois A.,	South Canaan	Wayne
Wooton, Ethel M.,	Laceyville	Bradford
Wright, Carolyn S.,	140 Pitney St., South Waverly	Bradford
Yeager, Jack R.,	Westfield	Tioga
Young, D. Elise,	Monroeton	Bradford
Young, Robert K.,	Costello	Potter
Zimmerman, Martha N.,	Llewellyn	Schuylkill
Zundel, Ruth E.,	R. D. 1, Galeton	Potter

Juniors

Alger, Janet S.,	200 S. Main St., Mansfield	Tioga
Anderson, Charles R.,	34 Elm St., Greenville	Mercer
Anderson, Jeannette M.,	132 Second St., Canton	Bradford
Avery, Donald G.,	Troy	Bradford
Baglini, Evo A.,	114 S. River St., Sayre	Bradford
Beck, J. Webster,	Liberty	Tioga
Benson, Willis O.,	14 Ridley Ave., Norwood	Delaware
Boyden, Milton F.,	Mainesburg	Tioga
Brennan, Anne M.,	58 Yatesville St., Shenandoah	Schuylkill
Brown, Jeanne L.,	23 Fairview Ave., Galeton	Potter
Card, F. Lucile,	Troy	Bradford
Casselbury, Vern D.,	113 Harris St., Athens	Bradford
Cleveland, Beatrice W.,	68 W. Elmira St., Mansfield	Tioga
Coit, Erla E.,	39 N. Center St., Bradford	McKean
Conboy, Mary Ellen,	Friendsville	Susquehanna
Cordelli, Daniel V.,	508 N. Valley Ave., Olyphant	Lackawanna
Crispell, John M.,	Noxen	Wyoming
Davis, Betty M.,	Nelson	Tioga
Davis, Charles B.,	523 Prescott Ave., Scranton	Lackawanna
Donovan, Richard J.,	Montrose	Susquehanna
Dove, Francis S.,	77 Merritt St., Plains	Luzerne
Ely, Jane M.,	4 Main St., Mansfield	Tioga
Every, Frances M.,	410 S. Main St., Mansfield	Tioga
Feldman, Bernard B.,	67 E. Carey St., Plains	Luzerne
Ganung, Barbara Z.,	415 George Ave., Wilkes-Barre	Luzerne

Name	Address	County
Ganung, Gladyce M.,	415 George Ave., Wilkes-Barre	Luzerne
Gardner, Bennett C.,	Westfield	Tioga
Gazdick, Edna F.,	211 W. Main St., Galeton	Potter
Goldsmith, William H.,	Eldred	McKean
Gowan, Ardis F.,	R. D. 3, Wyalusing	Bradford
Green, Mary D.,	Factoryville	Wyoming
Grenell, Helen I.,	Mainesburg	Tioga
Gwinn, Benjamin C.,	62 Sherwood St., Mansfield	Tioga
Harbachuk, John,	Camptown	Bradford
Hartman, Dorothy J.,	R. D. 2, Montoursville	Lycoming
Hawkins, James R.,	121 W. Long Ave., DuBois	Clearfield
Hawley, Emma M.,	Laceyville	Wyoming
Hess, Melva E.,	Sabinsville	Tioga
Huff, Roberta E.,	Milan	Bradford
Jenkins, Morton E.,	R. D. 1, Mansfield	Tioga
Joseph, Lewis E.,	417 Stephenson St., Durea	Luzerne
Keagle, Phyllis P.,	64 Carson St., Canton	Bradford
Knowlton, Betty C.,	R. D. 1, Mansfield	Tioga
Leonard, Brunswick W., Jr.,	33 St. James St., Mansfield	Tioga
Lippert, Mildred J.,	23 Park St., Montrose	Susquehanna
Lockwood, Madaline L.,	Liberty	Tioga
Lupton, Robert E.,	Seventh St., Philipsburg	Center
McClelland, Jean E.,	R. D. 2, Wellsburg, New York	Bradford
MacCrumb, Lorna L.,	125 St. James St., Mansfield	Tioga
McInroy, Martha C.,	Wellsboro	Tioga
Mainwaring, Joseph T.,	100 E. Carey St., Plains	Luzerne
Martin, Norman C.,	Blossburg	Tioga
Maynard, Marian M.,	74 Sherman St., Galeton	Potter
Merk, Charles N.,	Lanesboro	Susquehanna
Moody, Donald L.,	Canton	Bradford
Norris, Robert B.,	S. Montrose	Susquehanna
Odell, C. Willard,	35 Extension St., Mansfield	Tioga
Osgood, Edmund W.,	68 E. Avenue., Wellsboro	Tioga
Pepper, Eileen Sullivan,	Monroeton	Bradford
Playfoot, Ralph E.,	31 Prospect Ave., Galeton	Potter
Ramolonis, John W.,	Brackney	Susquehanna
Robinson, Vuriel S.,	New Albany	Bradford
Ross, Ralph R.,	Clifford	Susquehanna
Rosser, John F.,	95 Merritt St., Plains	Luzerne

Name	Address	County
Scanlon, James J.,	35 Maffett St., Plains	Luzerne
Schoonover, Lillian B.,	Knoxville	Tioga
Sherman, Reed A.,	261 S. Academy St., Mansfield	Tioga
Slivka, Margaret J.,	400 Hand St., Jessup	Lackawanna
Smith, Doris Marie,	Lanesboro	Susquehanna
Snyder, Harry S.,	Galeton	Potter
Spalding, Willis W.,	R. D. 4, Troy	Bradford
Spencer, Arlene R.,	Millerton	Tioga
Stanton, Virginia P.,	240 High St., Troy	Bradford
Starks, Arthur G.,	R. D. 1, Mansfield	Tioga
Stocum, Geraldine E.,	614 Stevenson St., Sayre	Bradford
Swartwood, Eleanor Rees,	Mansfield	Tioga
Tate, Helen E.,	Galeton	Potter
Taylor, Thelma L.,	Middlebury Center	Tioga
Terry, Jack R.,	124 N. Elmira St., Athens	Bradford
Toy, Barbara A.,	813 Harrison Ave., Scranton	Lackawanna
VanNorman, Paulyne A.,	20 College Pl., Mansfield	Tioga
Vollmer, E. Jane,	926 Elizabeth St., Williamsport	Lycoming
Wakely, Grace V.,	Little Marsh	Tioga
Webster, Marshall M.,	120 St. James St., Mansfield	Tioga
Wells, Hazel I.,	Wyalusing	Bradford
West, Barbara L.,	Hop Bottom	Susquehanna
Wittig, Reda B.,	R. D. 2, Ulster	Bradford
Woodard, Stanley D.,	Mansfield	Tioga
Yakus, Frank J.,	568 Charles St., Luzerne	Luzerne
Yurcic, Nicholas A.,	R. D. 1, Harrisburg	Dauphin
Yurkewitch, Irene T.,	Elkland	Tioga

Seniors

Abbott, Genevieve M.,	Harrison Valley	Potter
Arthur, Ruth E.,	1022 Court St., Honesdale	Wayne
Austin, Lettie E.,	80 N. Main St., Mansfield	Tioga
Ayers, Eleanore F.,	Westfield	Tioga
Bachert, Geraldine K.,	Tioga	Tioga
Batulis, Walter J.,	Morris Run	Tioga
Belles, Robert Z.,	Noxen	Wyoming
Berzito, Joseph J.,	313 Main St., Mayfield	Lackawanna
Black, Winifred S.,	Liberty	Tioga
Bravo, Evelyn J.,	Lawrenceville	Tioga
Brewer, Ernest R.,	Satterlee St., Athens	Bradford

Name	Address	County
Burke, John J.,	Meshoppen	Susquehanna
Burton, Lois,	44 Second St., Mansfield	Tioga
Carlyle, Dorothy V.,	Blossburg	Tioga
Clark, Budd M.,	95 E. Main St., Mansfield	Tioga
Dewey, Charles E.,	355 E. Main St., Troy	Bradford
Dolbear, Robert L.,	73 E. Carey St., Plains	Luzerne
Eaton, Alwyn E.,	Lawrenceville	Tioga
Every, James C.,	410 S. Main St., Mansfield	Tioga
Fancher, Elizabeth H.,	69 Church St., Montrose	Susquehanna
Farwell, Frank,	Westfield	Tioga
Gaige, Paul H.,	Millerton	Tioga
Greiner, Mary R.,	1225 Colebrook Rd., Lebanon	Lebanon
Gross, Emily L.,	R. D. 1, Elkland	Tioga
Hoffa, M. Lucille,	Knoxville	Tioga
Howland, A. Winfield,	Gaines	Tioga
Jaquish, Arbutus L.,	Covington	Tioga
Jerald, Charles S.,	R. D. 5, Mansfield	Tioga
Johnson, Albert,	Antrim	Tioga
Kiwatisky, Nicholas F.,	Lopez	Sullivan
Kohler, Mildred M.,	1217 West St., Honesdale	Wayne
Lambert, Blair J.,	Ulysses	Potter
Loftus, Catherine J.,	308 Clarkson Ave., Jessup	Lackawanna
Loveland, Anna Belle,	Wellsboro St., Mansfield	Tioga
McClelland, Robert,	Millerton	Tioga
McDonald, Eugene P.,	207 E. Cherry St., Athens	Bradford
McPherson, Bertice H.,	Uniondale	Susquehanna
Mahoney, Gertrude E.,	Elkland	Tioga
Martin, David J.,	Blossburg	Tioga
Matthews, Robert B,,	Covington	Tioga
Motyer, Alise M.,	R. D. 5, Towanda	Bradford
Mudge, John E.,	Fellows Ave., Wellsboro	Tioga
Murdock, Herman B.,	55 Main St., Mansfield	Tioga
Neal, Miriam L.,	83 N. Main St., Mansfield	Tioga
Obourn, Herman H.,	116 Academy St., Mansfield	Tioga
Peterson, Wilford C.,	Antrim	Tioga
Plank, Jane R.,	Westfield	Tioga
Prisbeck, Ignatius C.,	388 Park Ave., Wilkes-Barre	Luzerne

Name	Address	County
Retan, E. Jeannette,	65 St. James St., Mansfield	Tioga
Rice, Peter P.,	61 Kidder St., Wilkes-Barre	Luzerne
Rose, Kathryn M.,	Blossburg	Tioga
Rose, Morgan E.,	3 E. Wellsboro St., Mansfield	Tioga
Ross, Francis L.,	Westfield	Tioga
Rumsey, Maurice W.,	R. D. 3, Mansfield	Tioga
Salisbury, Laura A.,	Forksville	Sullivan
Saunders, David A.,	110 W. Cooper St., Athens	Bradford
Scott, Ellen E.,	New Albany	Bradford
Shaw, John H.,	375 N. Main St., Mansfield	Tioga
Shimshock, Matthew,	3 Union St., Hudson	Luzerne
Shoemaker, William,	Canton	Bradford
Smith, Maynard C.,	R. D. 2, Susquehanna	Susquehanna
Somerville, Robert,	250 S. Main St., Mansfield	Tioga
Sullivan, Loretta A.,	Reservoir Place, Towanda	Bradford
Swan, William M.,	53 St. James St., Mansfield	Tioga
Tuthill, Mary A.,	514 Washington St., Susquehanna	Susquehanna
VanDusen, Sarah E.,	Osceola	Tioga
Waltman, Norman E.,	R. D. 1., New Albany	Bradford
Young, Carlyle O.,	405 E. Main St., Troy	Bradford
Zurine, Anna M.,	305 Morss Ave., Simpson	Lackawanna

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PRELIMINARY ENROLLMENT FORM

FOR PROSPECTIVE STUDENTS

Kindly answer the following questions and mail this form to Dr. Joseph F. Noonan, President, State Teachers College, Mansfield, Pennsylvania. It will aid in finding a room-mate for you and in attending to other important matters.

1. **Name** _____
   First Name Middle Name Last Name

2. **Home Address** _____

3. **Of what approved four-year high school are you (or will you be) a graduate?** _____

4. **Your Age** _____; **Height** _____; **Weight** _____; **Race** _____

5. **When do you expect to enter the College?** _____

6. **Do you want a room reserved in the dormitories?** _____

7. **Or, will you commute from home?** _____

8. **Or, have you made your own rooming and boarding arrangements?** _____; **If so, at what place?** _____

   (All students not commuting from home or not living with relatives must have permission from the President of the College to live outside the dormitories. When the dormitories are not filled, students must live on the campus.)

9. **Have you enclosed with this form your check for $10.00 (Advance Registration Deposit)?** _____

10. **Will you underscore the course in which you are interested? Regular College (Three-year); Regular College (Four-year); Home Economics; Music.**

11. **Shall we forward the regular enrollment forms required by the Department of Public Instruction?** _____

12. **Date of This Application** _____